

**Title of the Practice****UNIVERSITY BEYOND CAMPUS - SOCIETAL IMPACT****SECTION I : THE CONTEXT FOR THE BEST PRACTICE***About the University*

The University of Delhi was established in 1922 as a unitary, teaching and residential university by an Act of the Central Legislative Assembly. Ever since its inception, a strong commitment to excellence in teaching, research and outreach has made the University of Delhi a role-model and an exemplary trend paradigm setter for other universities in the country. The President of India is the Visitor, the Vice-President is the Chancellor and the Chief Justice of the Supreme Court of India is the Pro-Chancellor of the University. The University has been ranked top most in India by the Centre for World University Ranking (WUR) 2017. It has been ranked at 7th Position out of all the Universities in the MHRD's National Institutional Ranking Framework (NIRF) 2018.

As of now, the University offers more than 500 programmes of study, which include undergraduate programmes being run by the colleges of the University, an array of postgraduate programmes (including Masters, M.Phil. and Ph.D.), Certificate and Diploma programmes. The diversity of academic programmes are reflected in the range of faculties spanning, but not limited to Arts, Commerce and Business Studies, Education, Law, Management Studies, Mathematical Sciences, Medical Sciences, Music and Fine Arts, Science, Social Sciences, Technology and Open Learning. Recognising that equity and

excellence are mutually linked, the University is committed to inclusive principles of education and has ensured access to all, especially to students with disability and those from the disadvantaged socio-economic backgrounds from all across the country.

### VISION & MISSION

**VISION:** Be an internationally acclaimed University, recognized for excellence in teaching, research and outreach; provide the highest quality education to students, nurture their talent, promote intellectual growth and shape their personal development; remain dedicated and steadfast in the pursuit of truth aligned with the motto of the University of Delhi “Nishtha Dhriti Satyam” and serve humanity through the creation of well-rounded, multi-skilled and socially responsible global citizens.

**MISSION:** Foster all-round development of students through multi-faceted education and sustained engagement with local, national and global communities, and nurture lifelong inspired learners from across the globe in line with our cultural ideal of ‘Vasudhaiva Kutumbakam’.

The Vision and Mission statements of the University of Delhi reflect our resolve to assiduously pursue and achieve our goals. They foster the University's long term commitment to nation building and its unflinching adherence to universal human values. As part of its outreach activities, the University has implemented diverse social development initiatives that actively promote socio-economic upliftment and community development, thereby touching the lives of many. It is our commitment to continue to be at the forefront of providing the best tertiary education to our students and acting as a catalyst in shaping a bright and sustainable future of our nation and that of the whole world by acting as a bridge between the University community and the community at large.

### CORE VALUES

The University of Delhi is guided by a set of Core Values in delivering its Mission and pursuing its Vision.

The core value of **Ethical Conduct** emphasises the *integration of a value system among students oriented towards imbibing fine judgment, respect, tolerance, honesty, trustworthiness, strong character, transparency, accountability, integrity of thought and responsibility towards themselves and society.*

The core value of **Social Responsibility** entails *dedication towards serving individuals, society and the nation through outreach and community engagement activities in an attempt to contribute to national development coupled with commitment to create environmental awareness and action.*

The core value of **Diversity and Inclusion** envisions the *promotion of a diverse learning community that understands the importance of respecting all individuals including the differently-abled regardless of class, caste, religion and gender.*

The core value of **Global Citizenship** ascribes to the *inclusion of meaningful knowledge and skills leading to competitive participation within the global community and identification with the global community with regard to fostering global values and practices.*

The core value of **Collaborative and Experiential Learning** fosters *commitment to collaborative and interdisciplinary study along with pursuing opportunities for sharing knowledge.*

The core value of **Innovation** imbibes *development and implementation of new research directions, technology, innovative practices, programmes and partnerships to enhance educational experience and inspire students to benefit human kind.*

## **GRADUATE ATTRIBUTES**

Apart from enabling the students and scholars of the University to usher in Intellectual Development; Personal Development; Professional and Ethical Development, the graduate attribute of Social Development is of paramount importance. It requires the students to interact with the community; undertake social service; undertake work with weaker sections; engage in care for the disadvantaged; and participate in volunteering. **Objectives of the Practice**

The University of Delhi believes that it should not simply be limited to being institutions of higher learning, but also act as agents for driving social responsibility, instilling ethical and humanitarian values and building a sustainable society. They can make significant contribution to the social and economic well-being of communities by integrating knowledge into practice and through a host of extension activities and projects. The University strongly promotes social and community outreach as an important part of its institutional mandate. It endeavours to support its departments to extend themselves beyond the classrooms and initiate meaningful initiatives in their neighbourhoods and society at large.

### **The Context**

The University aspires to develop strong linkages with the local community and civil society, thereby creating opportunities for positive engagement by students, research scholars and faculty. Apart from addressing societal needs and fostering solutions to real world problems, the outreach and extension initiatives organized by the diverse units of the University complement students' learning in varied ways. They enable students to gain an understanding of social realities and instill a strong sense of civic responsibilities in them. They also help the students to extend their classroom learning and apply their knowledge in dealing with real life problems which in turn, assist them to acquire new skills, promote higher order thinking, enhance the quality of reflection, build compassion, encourage team working, infuse motivation and develop self confidence and leadership. Additionally, these engagements also help the University to forge sustainable partnerships with the community and society and build inter-institutional linkages for effectively addressing social concerns.

## **Section II : The Practice**

The University of Delhi exhibits a strong commitment to societal and national development by creating meaningful and viable avenues for its students and faculty. These include: social innovation training; social service; civil society based internships; and above all, engagement in multiple social outreach programmes geared towards participatory and holistic development of diverse constituencies, especially the vulnerable and marginalised.

The University has a strong presence in extension activities that go beyond the curriculum and attempt to solve practical problems / social issues in the neighbourhood communities. Most of these initiatives are taken at the level of various Departments and their constituent Centres or students' societies. In several Departments and Centres like Cluster Innovation Centre, Department of Social Work, Law Centres, Department of Environmental Studies, Department of Adult Education etc., the academic curriculum has strong components oriented towards working with diverse, vulnerable and marginalised constituencies; finding innovative solutions to practical problems and responding to real life issues of individuals and communities. Many of these departments have been undertaking pioneering extension and community outreach work as part of their curricular and co-curricular engagements. Many of them have adopted villages and urban slums and undertake regular need based interventions for diverse clientele groups.

The range of such engagements is vast and includes efforts for promotion of health, nutrition and education among slum dwellers; work to improve quality of life of sex workers; need based programmes for aged and differently-abled persons; gender sensitization initiatives; provision of legal awareness/ assistance to the poor; campaigns to foster skills/entrepreneurship among youth; initiatives for empowerment of women; advocacy campaigns on social and environmental issues; to name a few.

The following section elucidates the multi- faceted initiatives and engagements of social outreach undertaken by the diverse departments and centres of the University. These depict a cross sectional view of the importance that the University of Delhi ascribes to reaching out and extending itself to society at large:

### **I. COMMUNITY DEVELOPMENT CELL & UNNAT BHARAT ABHIYAN**

The Community Development Cell initiative was started in 2015 and is proudly owned by the University of Delhi under the aegis of the President's Community Development Programme. Work under the Community Development Cell commenced in accordance with the recommendations made by the Honorable President of India and the Honorable HRM during the Vice Chancellors' Conference held at Rashtrapati Bhawan in February, 2015. In the conference, all the Central Universities were directed to set up a Community Development Cell and identify at least five villages for adoption as model villages by the University.

In line with this notification, the University of Delhi set up a Community Development Cell Committee, with Prof. Manoj K. Jha as the Convenor and Prof. Neera Agnimitra as the Member Secretary. Representatives from other departments and colleges are also there on the Committee. The Cell is directed and facilitated by the Department of Social Work, University of Delhi by virtue of the fact that the Chairperson and the Member Secretary belong to this Department. Moreover, the Department teaches and undertakes community development/ practice as a primary method of social work practice, and thereby was the obvious choice in carrying forth the initiatives under the Cell. The work of the Community Development Cell is being undertaken by the Department ever since its inception.

After a thorough assessment of socio-economic indicators, five villages requiring community development initiatives were chosen and adopted by the Community Development Cell. These are: Badarpur Khadar, Chauhan Patti, Jagatpur, Mukundpur and Jharoda. Presently, the Cell is active in these 5 villages in Delhi. A monthly progress report of the work of the Cell is sent to the University, which sends it further to the office of the Honorable President of India. The faculty and students participate in the initiatives of this Cell and in Unnat Bharat Abhiyan, the activities within which range from infrastructure development, awareness building, health, education, women's' empowerment and enabling access of the marginalised to entitlements provided under diverse schemes. This participation sensitises the faculty and students towards the issues and challenges faced by the marginalised sections of society.

The Department of Social Work, University of Delhi initiated its work under Community Development Programme in July, 2015. The Community Development Cell initiative placed students for Concurrent Field Work in the five selected villages having low socio-economic indicators. The work done by the students have been supervised by faculty members and interventions have taken place under the overall coordination and mentoring of Prof. Manoj Jha and Prof. Neera Agnimitra. Regular meetings and discussions are held where students and faculty supervisors explore the possible interventions and plan activities to be undertaken. It's been three years in a row and students from the Department are working in these villages for the concurrent field work training and making efforts to realize the vision behind the programme. A planned move helped them to go far to realize the goals. The process of the journey is as follows-

- Initial visits to understand the geographical location, extent and physical boundaries of the area;
- Associating with different stake holders and deliberations (Urban-Rural local body members/ eminent leaders/ Headmen/ Gate keepers/ Institutional Stake Holders/ Formal and Informal Groups, Community members);
- Placement of the Field Work Trainees. The work commenced with social mapping of community under which Transect Walk and Rapport building were undertaken;

- Meetings and Interactions with community people. Getting acquainted with various dimensions (social, political and economic ) of the com
- Need assessment was followed by interventions at both micro and macro level;
- With due support from community people, some interventions translated into positive outcomes (discussed later);

The students' teams initially collated information on socio-economic demographic variables in the villages by employing participatory rural appraisal techniques. Subsequently they also assessed the needs and problems of the residents of the five communities, based on which they planned their interventions.

The initial needs assessment of the villages reflected urgency for intervention with regard to health, more so with the severe dengue outbreak in the area as the work began. Using a participatory approach, urgent interventions were organized to contain the spread of dengue in the villages. This included the cleaning of streets and drains, and spraying and fogging in collaboration with the MCD and dissemination of information with regard to prevention through the conduction of rallies, interactive sessions and distribution of pamphlets. With the students' intervention, much of this has now become a regular part of MCD engagement in the area. All these efforts gave them familiarity in the community and hence helped building rapport and trust in the community. Further, these efforts opened gates to intervene in other domains too.

Taking into cognizance the multiple and pressing health issues affecting the residents, the Cell organized a series of health camps and initiated a mobile medical van service to one of the areas. The students are consistently working towards the creation of sustainable health services in the villages through the establishment of Mohalla Clinics. The health camps show excellent participation by the communities, and it goes to the credit of the student teams that they are able to mobilise resources and support from within the community and from external partners to create an exemplary interface with the communities. Students have stretched their boundaries when it comes to mobilizing resources and building linkages between the resource or service providers and community people. So far, as many as three health camps have been organized in Jharoda, four in Mukundpur and one in Jagatpur have been conducted. It must be highlighted here that in all these three villages there is one Government Dispensary each catering to the health needs of more than a lakh of people.

Apart from the direct interventions in the domain of health, students have also strategized to work upon preventive level by raising awareness in the field. Many myths and misconceptions prevail in the community due to illiteracy and ignorance. Student volunteers have picked up issues like importance of hand wash, menstrual health, safe institutionalized deliveries, and nutrition for adolescent girls and pregnant women, Tuberculosis and HIV Testing to name a few involving children and adults as per the need.

In view of the fact that the villages face shortage of development infrastructure, an active and sustained liaison has been established with the concerned authorities for infrastructure upgradation in all the five villages. Work related to the sanctioning of water tankers; installation of water coolers in a school to mitigate the drinking water problem, and the commencement of DTC bus service to address the connectivity issues of the villages was undertaken, among other interventions. The students are also taking initiatives to address the problem of sanitation and waste management by networking with concerned authorities for installation of dust bins, segregation of degradable and non-degradable waste, and for ensuring regular sweeping and cleaning of the drains in the villages. They have organized focussed group discussions with community people and sanitation workers separately, to understand the specific needs and problems of these two groups. A series of RTIs were also filed to find facts to develop an intervention plan to resolve the problems related to sanitation and hygiene. The volunteers have also undertaken activities for generating awareness amongst the children on a plethora of subjects at schools and in the community. Children in the community have positively responded to our volunteers and shown active participation in the activities undertaken. They have participated in Rallies, Art Competitions and other theme oriented talent shows which has not only raised awareness in some domains but also sensitized people for many others. Furthermore, the students have actively engaged themselves in facilitation process. They have aided people in completing their documents to gain access to various social welfare schemes like AADHAAR Card, Disability Certificate and Pension, Old-Age Pension, Annapurna Scheme for single women and widows, financial inclusion through banks and various others. The intention of the efforts undertaken in these communities is clearly to create and strengthen existing community based groups in the villages, and working with them to address the problems of women, children and adolescents. The student volunteers have established their presence in the area and have managed to garner the support of diverse sections of the five villages for implementation of needs based initiatives making Community Development Cell of University of Delhi a known name.

**Summary of initiatives undertaken in the villages are follows-**

**Jharoda**

Jharoda is located in North Delhi District. The village is divided into 8 different parts. The area resides nearly one lakh people where a majority of them are migrants. The most dominant caste (Tyagi's) in the village is said to have come and settled in the area in 1908. The student volunteers who have worked in the area have identified that availability of safe drinking water, Sanitation, School dropout, Health are the major areas of concern in this village. Women in the community have often expressed their desire to work from home if some opportunities are generated for them.

**Nutrition camp:** As per the requirement of community women and adolescents, the students organized nutrition camps, in which dieticians from different hospitals were invited. The theme of the nutrition camp was “Importance of good nutrition for adolescent girls and pregnant women”. The objectives of the camp were: (i) To enhance the nutrition level of community (ii) To make women learn some nutritional dishes (iii) To tell women about symptoms, problems and cure of anaemia and (iv) To improve nutrition knowledge, attitudes and practices among the women and adolescent girls.

**Free mega health camp:** Though the camp was on 8<sup>th</sup> November 2015, the role of student community started from a month ago when the preparations were started. They performed the role of networking, fund raising, campaigning, facilitating and the most important learning from the camp. A lot of hard work was done to make this health camp successful like door to door campaigning in the village with pamphlets and banners and movable mike.

This health camp was an ice breaker between the University and community people as this was the first big intervention in community through which 500 people connected with the team. The major outcome of the camp was that the positive health outcomes for the people of community. A record number of people were mobilised. Community people were updated about the diseases from which they are suffering. Apart from medical advice, many people got free medicines. The need assessment which was done initially by the team was achieved through this camp.. Trainee conducted discussion with students of different schools in the community and encouraged them to form a group where they all can discuss their own issues. The main purpose to form a group was to provide space where they all can come together and share their own day to day experiences, to make them confident about their strengths and to develop some skills which they have.



Trainee discussed with owner of the D.D. Tyagi Public School to provide space where they can start their own small library and can organize small activities with students so that they can enjoy and get motivated to express their own experiences among themselves.



**Screening of documentaries and Community Theatre:** The team collected small documentaries on various issues and showed them to groups of community students and discussed with them about the same. Various issues such as sanitation, good touch & bad touch, moral values, discipline, importance of education, health and hygiene were focused upon. The main purpose was to sensitize school going children on various issues and to provide them space where they can express their own experience and make them free to express their life stories.

**Vocational Training:** A Mehendi Camp was organised in the village of Jharoda from 9<sup>th</sup> to 12<sup>th</sup> September 2017. The camp had about 50 participants, including a male participant who was also interested to learn the art of applying Mehendi. This broke the gender barriers when it comes to learning a new skill. Student volunteers mobilized the community people about the Mehendi camp to learn skills that might be useful for them in the future. Words about the camp were spread through various mediums using the available resources in the community. It required visiting the anganwadis, personally going door to door, using the contacts of the community leaders, organizations etc.



An organization called Shanti Gyan Seva Trust already working in the community helped in organizing the mehendi camp at their center. They run a tuition center for girls in the evening. They were happy to collaborate with Community Development Cell team and had willingly given the space to organize the camp. The immediate feedback received from the participants was that they expressed their happiness and satisfaction in learning new skill. They also articulated their desire to learn more and requested that a longer duration camp be organized in the future.

**Medical camp:** For this, the process of mobilization involved making use of the community resources like the anganwadi centers, leaders in the community, door-to-door campaign and also the students in D.D. Tyagi School. D.D. Tyagi School has always been very supportive in all the activities undertaken by the student volunteers working in Jharoda. They happily

agreed to support the cause by making the school’s premises available to hold the camp. They had extended similar in the last health camp organized by the student volunteers by networking with different stake holders. There was a very good response from the community and a total of 77 patients were medically examined for different ailments.

Most of the cases diagnosed were of water borne diseases due to poor sanitation. The children were affected by scabies. Many women were diagnosed with RTI and other gynecological concerns. Many patients were diagnosed with bronchitis. Among the other ailments diagnosed were typhoid cases, diabetes, amoebiasis, rheumatic heart disease, chronic fever etc. There were six referral cases out of which one was related to orthopedics, second was related to sight, third was of a girl who had menstruation related issues and some of the children who have heart disease were also referred.

People were very satisfied with the camp and considered it as a good humanitarian work. They also requested for another camp and also to provide them with all the medicines

<b>Total Number of Patients attended</b>	<b>77</b>
<b>Number of male patients</b>	19
<b>Number of female patients</b>	38
<b>Children</b>	20
<b>Number of doctors</b>	2
<b>Referral cases</b>	6

prescribed. Some of them also inquired about the possibility of organizing an eye camp. It came out explicitly during the camp and during the discussions with people of the community that there is a need to conduct workshops/sessions on menstrual health and water borne diseases.

The programmes organised in this vilage have focussed on the following components:

- Promotion of Girls Education
- Formation of Women’s group to raise awareness on health and other issues related to parenting and health upbringing of children
- Strengthening existing service delivery system –Capacity Building of Anganwadi workers to incorporate play oriented learning activities for children
- Addressing needs of people in accessing social security schemes
- Addressing Issues like Absenteeism and School dropping out

- General Health Check Ups
- Health check Up for Women
- Nutrition Awareness session for Anaemic adolescent girls and women.



## **Mukundpur**

**Mukundpur** is situated on the border of Delhi and Haryana, opposite to the resettlement colony of Jahangirpuri. Mukundpur is the most thickly populated of all the communities covered under the programme. Different sources have different figures about population of Mukundpur. It is estimated that it accommodates around 4 lakh people. Being a densely populated community where people are mostly migrants, the issues in the community are somewhat different from other communities. The health needs of the community are taken care by single Government dispensary operational in the area. While working with the health workers at the dispensary, it was realized that health of the people gets compromised due to their migratory nature. People due to their movement between Delhi and their native states

are not regular and consistent with their medical follow ups and checkups. The line of treatment also changes because of this movement. Similar is the case with their source of livelihood. Many of them change their workplace, nature of work or resort to daily wage work. Home based work is also done by women in the community to supplement the family's income, but there is discontentment amongst them due to nominal monetary return from those home based activities. Thus, organizing camps for the community like medical and skills enhancement have always received an overwhelming response.

Keeping in mind the needs of the people, the trainee students have been focussing primarily on health sector, women and children. They have taken sessions with pregnant women and Auxiliary Nurse Midwifery (ANM) who work with these pregnant women. They have been working to encourage institution based deliveries and ensuring proper pre-natal and ante-natal care during pregnancy and after the birth of the child. The trainee students have been closely working with the dispensary, doctors and other staff members to bring in the real stake holders into the process. The trainee students have also created a platform where they have brought together mothers and adolescent girls to discuss menstrual health and hygiene issues. They have also been working with school children, for awareness generation among children on health and hygiene to prevent skin and other infections for which children are brought for treatment at the dispensary. School children have been involved in plantation drive. Efforts were made to involve school children in youth parliament. Other important programmes include helping elderly and widows to get their entitled pensions, imparting English classes for the young girls, organizing women's day and self-defense programme for the women and young girls in the community. Description of important activities undertaken at Mukundpur is given below:

**Awareness generation on Health:** Awareness sessions were held regarding precautions and preventions of dengue and chikungunya with the students of class sixth to eighth at a private school in the community. Many such health sessions with young students were held. Besides this, the students' team also worked towards creating awareness regarding the need for immunization of children among the people in the community through home visits, along with the ANMs and ASHA workers. The team also analyzed the problems faced by ASHA and ANM workers while working with the pregnant women who are anemic, of young age, migrated and illiterate and actively worked to resolve them. They worked with the community dispensary to spread awareness on immunization program for pregnant women.

**Organization of Eye Health Camp:** This camp was held in the community through collaboration with Dr. Shroff's Charitable Eye Hospital which had a turnover of 210 participants in which 18 or 19 patients were detected from cataract and were provided free treatment.



**Free Medical Camp:** This camp was held on 19<sup>th</sup> September' 2017. Dr. Sukrit Sharma and Lab Technician Mr. Khalid were the resource persons for the camp. The conduction of Mehendi Camp prior to medical camp played a key role in advertising about the medical camp in the community. Banners were displayed and verbal reminders were also given to all the participants of the camp who

took the message into the community.

The student volunteers also went around in the community to spread the word about medical camp being conducted in the community. Local chemist shops and Anganwadi Centres were also approached to spread the message. As seen in the Mehendi Camp it was expected that the turnout at the medical camp would be huge. Ways to manage the crowd were also thought to avoid chaos at the time of camp.

The summary of the camp is as follows-

<b>Total Turnout</b>	<b>96</b>
<b>Total number of patients diagnosed</b>	<b>85</b>
<b>Total number of blood sugar tests</b>	<b>25</b>

It was observed that people of the community were not aware of the fact that they were suffering from diabetes. It came as revelation for some people when they got their blood

tested during the camp. One of the patients was tested with a blood sugar level of 410. Being a weekday, more women, girls and children turned out at the camp as compared to the men. The camp not only provided on the spot free medicines to the patients coming for a check-up but also made them aware of their condition which needs management from their end. The community provided positive feedback about the camp. The main incentive for them was free of cost medicines and getting a check-up by an experienced doctor. The doctor also kept his patience while treating the patients and explained every patient about their problem and illness. He also suggested the ways of handling it further which built the trust between the people, doctor and his line of treatment.

Thus the health camp was well received and brought into light the desperate need of health initiatives in the community at both awareness and treatment level. The patients turning up for the camp mostly suffered from diseases caused by malnutrition and unhygienic sanitation conditions. Many women were anaemic and majority of people in the community suffered from skin diseases like scabies due to insanitary conditions. Some patients carried symptoms of chronic diseases for which they were provided referral points.

**Mehendi Skill Training Camp:** There are massive benefits of learning new things for a person to grow, develop knowledge base and improve oneself for the better. Also, earning something new gets a person access to new and different opportunities. Majorly, one can potentially earn more money in life from learning a new and appropriate skill or by developing one that links to the work that one does. Learning new things is also very important for one's self-esteem. It enhances social life too. Considering the importance of imparting skills to the women and girls, the Mehendi Camp was conducted at Gender Resource Centre with the objective of providing skills to the women and to empower them. As many as 55 women and adolescent girls participated for the Training, though the target planned was to train only 30. The idea of learning a skill like Mehendi application was received splendidly. It was not doubted or subjected to disinterest due to its usefulness. Besides training, participants were also encouraged to take new initiative to come forward for



such a skill training programme. They were also given training to make decorative artificial flowers. The women took great interest in the same. The festive season around the corner made them foresee the utility of both activities which were undertaken in the camp.

**Hand wash session for women and children at Mokundpur**

**Hand wash sessions:** Keeping hands clean through improved hand hygiene is one of the most important steps one can take to avoid getting sick and spreading germs to others. Many diseases and conditions are spread by not washing hands with soap and clean water. On 19.09.2017 and few other days, hand wash sessions were taken for the community children and women. They were taught how to wash hands in a correct manner and also encouraged them to inculcate the habit of washing properly.

***Health and Nutrition Programme at Mukundpur Village***

**Nutrition programme:** In order to overcome unhealthy breast practices and malnutrition amongst children, a number of awareness sessions on nutrition for the mother and new-born children were taken in collaboration with the ANM workers where the main focus was given on anaemic mothers and unhealthy breastfeeding practices that exist in the community.



**Akshar gyan:** Community women were mobilized to come together and learn how to read and write. 60 have registered for the classes. Around 30 women between the ages 15-35 show genuine interest and come for classes every week. This gives the opportunity to many to learn to read and write.

***Women's Day Celebration at Mokundpur***

**Women's empowerment:** It is also believed that some amount of healthy competition brings out the best of the people and inspires them to grow, explore, try new things, collaborate, learn and achieve. Keeping this in mind, cooking competition was organized in the community on 8th March, 2018 to celebrate International Women's Day. Many community women came together to participate, celebrate and engage in the festivities of the day. Cooking competition was held as this is an art that every woman knows but is often ignored and taken for granted in regular households. So, it was decided to specially conduct a cooking competition and give due respect to each and every house wife and working lady who cooks and tries out new and out of the box recipes.



**Self Defence Training:** In order to help women to help themselves in time of need, Crime against Women Unit of Delhi Police was invited to take a session for young girls and women at Mukundpur. A total of 47 women participated in the workshop. The objective was to make



women empowered enough to defend themselves in time of need and to make women changed their self-perception from 'victims' to 'survivors'. Following the session, some women even told about their personal instances of eve teasing and being stalked by men. Some came out with instances of being physically abused.

**Menstrual Hygiene:** Taboos about menstruation have an impact on girls' and women's emotional state, mentality and lifestyle and most importantly, health. It is also said that a large number of girls drop out of school when they begin menstruating. This is especially true in a community like Mukundpur where people still have a lot of superstitious beliefs on menstruation.



Therefore, sessions were taken for the community women and girls to reduce taboos and myths about menstruation. Sessions were also taken for appropriate use of sanitary napkins.

**Youth Parliament:** On 12<sup>th</sup> April, 2018, Youth Parliament was organised at Government Girls Senior Secondary School. The topic was “hamari sansad hamara samvaad”. Around 150 students studying in class 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> participated. It provided a platform for the students to enhance their confidence, leadership skills and thinking power, making them aware of many important issues concerning them in the community. Many students expressed their concerns and need for appropriate intervention in the sectors of health, hygiene, environment, self-employment, corruption, among others. The event enabled them to be expressive agents of change.

**Plantation Drive:** With the objective of maintaining a clean and healthy environment in the community, community children were mobilized to spread greenery around and the message on importance of planting trees was shared. A summary of other

Initiatives undertaken through community participation are as follows:

- General health check up camps
- Eye Check Up camp in association with Dr. Shroff's Charitable Trust
- Vocational training camps
- Two HIV testing camps in liaison with AHF.
- Capacity building of Anganwadi Workers
- Sessions on safe institutionalized deliveries with pregnant women
- Focussed Group Discussions with adolescent girls on Menstrual Health and Hygiene



- Focussed Group Discussions with community people on sanitation and hygiene maintenance.
- Awareness generation and sensitization among children on issues related to diseases and infections.

### Jagatpur

The village Jagatpur is named after Late Chaudhary Jagat Singh of Gujjar community. Jagatpur lies in Central District and Civil Lines Division. It is under Timarpur police station of North district. Alipur is the block of village. Jagatpur is one of the 122 villages of Delhi lying on the outskirts of the city. Yamuna touches the periphery of this village and often cause flood in the community. There have been a number of recurrent floods in the history of this community that have led to resettlement and rehabilitation of the population.

The community has local Caste Panchayat and the representatives of the Panchayat are heads



of the 16 Kunbas of the village. The community is inhabited primarily by Gujjar community who constitute about 80% of the village population rest are all the other castes of Hindu population with a small population of Muslim community. Gujjars are the dominant caste as well. There is a scattered but significant population of the migrant laborers (coming from Bihar and Uttar Pradesh) staying

in the village. Population of Jagatpur is approximately 15,000.

**Work on Dengue awareness program:** The team assessed an urgent need for work on dengue prevention through home visits and other channels, and in collaboration with NDMC and MCD School organized a rally on dengue awareness. They got streetwise fumigation and fogging done in collaboration with MCD and the local community leader. Fumigation was also facilitated in schools. Door to door dengue awareness activities were held in coordination with dispensary ASHA workers and ANMs.

**Animal Husbandry:** The students' team worked on the matter of animal husbandry. Realizing that the situation of GNCTD is very different from other states as it is a metropolitan city with villages and the policies with regard to animal



husbandry were still not clear, the team used 7 RTIs to seek information from Department of Animal Husbandry and met all the top officials of the Department. This also enabled the community people to learn the process of using the means of RTI to rightfully procure information in the public domain. The students formed a team of farmers interested in dairy development and farming.

In collaboration with Mount Valley Development Authority, an Uttarakhand based organization working on programs livestock development they facilitated an exposure visit to Saharanpur. The visit was very insightful and encouraging for the farmers. As an outcome of the visit the team planned a Kisan Goshti and Veterinary cum Vaccination camp. They collaborated with local RWA and Department of Animal Husbandry to organize a veterinary camp in the community. Members planned and mobilized resources from the community itself using the medium of the RWA members. The camp was publicised through door to door visits, by distributing pamphlets and then making announcements. The veterinary camp was organized in the community successfully.

**Installation of water cooler and water purifier in the school:** The students' team involved local stakeholders, SMC, local representatives and met the DDE to get the work done. The outcome of the whole process was the learning about how the department of education works and ground realities of the education system to the students. The outcome of the whole process was that just by becoming the pressure force a social work team could get things done. The water cooler installation was undertaken successfully.

**Work with Persons with Disability (PWD):** The team first attended a workshop on the needs of persons with disability and updated themselves through the internet. In order to mobilize the people trainee visited PHC (Primary Health Center) and met the staff to understand the lives of the PWDs. They collaborated with the ANMs and Doctor of the PHC to mobilize the ASHAs and meet each individual personally, recorded their contacts and their needs. Liaison was established with Hindu Rao Hospital himself and the clientele group was informed about the procedure of getting a disability certificate. The team also informed the schools heads, RWA president and PHC ANMs and AHSAs workers in detail about the procedure.

**Engagements with vulnerable groups of community:** The team has been working with groups of elderly, youth and children and has built good rapport with them. While working with elderly, they advised ways to organize Yoga camp for improving health. Elderly people of the community have started doing yoga for which instructor was arranged by them.

**Mehendi Camp:** This camp was conducted in village Jagatpur in September, 2017. The process of mobilization and publicity for the mehendi camp involved door to door campaign, banners, one to one promotion etc. Using transect walk the student volunteers had spread the message. Using the loudspeakers in Mandir and Masjid words were also spread of the health camp along. The RWA and others members of the community took all the necessary initiatives to make the event successful in the community. Community resources were well

utilized. The participants expressed satisfaction that their desire for this training was accomplished.

**Health Camp:** This camp was also organized in September, 2017 where 87 patients were medically examined. The process of mobilization involved making use of the community resources like the anganwadi center, RWA in the community, door-to-door campaign, using the loudspeakers of mandir and masjid, migrant community, schools, chemists etc. There was a very good response from the community and a total of 87 patients were medically examined for different ailments. The camp was organized in the premise of Beej Godam. RWA members actively participated in making necessary arrangement for the camp. The community space provided for organizing Health Camp could manage all necessary materials such as tables, chairs, dustbins, water and khaats. The RWA was so considerate towards the CDC team that they organized lunch for them on the behalf of the people of the community.



<b>Total Number of Patients attended</b>	<b>87</b>
<b>Number of male patients</b>	<b>27</b>
<b>Number of female patients</b>	<b>60</b>
<b>Children</b>	<b>22</b>
<b>Number of doctors</b>	<b>1</b>
<b>Referral cases</b>	<b>1</b>

Most of the patients were diagnosed for water borne due to poor sanitation. There were 10 cases of diabetes, 6 cases of anemia, 1 malnutrition case, 11 UTI case, 3 COPD cases, 2 Spondylitis, 2 back ache, 6 OA, 1 ABR and 2 AMB cases. The social rules and norms followed by the people of the community were clearly visible as they aligned themselves in the waiting area.

A summary of other programmes in Jagatpur village include:

- Rally with school children to spread awareness regarding spread of vector borne diseases



- Health camp
- Vocational Training camp
- Collaboration and linkage of people with Mohalla clinic
- Health check-up camp for livestock
- Visit to Saharanpur Milk Cooperative to raise awareness on animal rearing
- Family Planning campaigns in liaison with Government Dispensary
- Sessions with school children (Private and Government schools) on life skills, gender sensitivity, contemporary issues and problems.

### **Badarpur Khadar and Chauhan Patti**

Badarpur Khadar is situated near the Delhi- Mathura Highway on the Eastern Yamuna River Belt, which is about 12-15 kms from Wazirabad Barrage. The saucer shaped village lying on the flood plains of Yamuna is often displaced. The administrative head office is Nand Nagri. It has a registered RWA with 11 members and 1 President. Total Registered Voters are 944. It is majorly a homogeneous community comprising of Muslims mainly. There are only three Hindu settlements (Gujjars). The population is around 1200 with approx 150 families living in the community. It is one of the far flung communities under Community Development Cell and it has no easy road connectivity.

The village has absolutely no health care facilities which show a pathetic condition of our civil systems, that too being an area which comes under the jurisdiction of Delhi government. Moreover, there is no government or private dispensary in the community. People visit Loni

(UP) or Sabapur to seek health care facilities. A distance of 12 km & 8 km respectively is usually travelled to see a doctor. The medical van which comes under MSDP (Multi- Sectoral Development Program) and is operated by Delhi government used to come to the village twice a week, has also stopped coming due to neglect on part of the government authorities. Due to absence of dispensary, people are unaware of vaccinations and various Government medical initiatives and schemes. This poses a potential threat to the health of the community as a whole.

Chauhan Patti is a semi urban village with prevalence of Khasra. The village originally had 6000 bighas, of which approx 3000 bighas became a part of Sabhapur which was subdivided into Jagatpura, Loni and Chauhanpatti (750 bighas). Chauhanpatti is further stratified into 5 mohallas of which Kaushal Puri and Ambey Colony are primary areas of intervention. The village gives a homogenous community image comprising mainly of Muslims with only 3 Hindu (Gujjar) Households. The Male population constitutes 59% of the total population and 40.99% are females. Issues such as inequality of wage, ghettoization of migrants, non implementation of social security schemes prevails prominently in this area.

These two villages are close to each other and often form a contiguous site for interventions. The students' teams initially collated information on socio-economic demographic variables in the villages by employing participatory rural appraisal techniques. Subsequently they also assessed the needs and problems of the residents of the five communities. Post needs assessment, the problems which required immediate focus were prioritized and accordingly interventions were planned to meet the needs of the community residents. The following systematic interventions have been undertaken:

**Infrastructure Augmentation-** In the first academic session, liasoning was done with concerned government departments for the augmentation of infrastructure and basic services in the villages. These included:

**Sanctioning of water tankers:** The water tanker facility of the Delhi government was stopped, thus creating problems for the community. In response, the student trainees held extensive meetings with community residents to resolve the crisis. They guided them to file a complaint in the Government's Grievance Redressal Cell. Due to the participatory action of the students' team with the community members, the water tanker facility was restored in the villages.



### **Water Tanker Facility**

**Installation of water coolers:** The students actively pursued the problem of drinking water in school with higher authorities; with their persistent efforts water coolers were installed in the school to absolve the drinking water problem.

**Bus Connectivity:** Badarpur Khadar did not have public transport connectivity. DTC bus service was available till Chauhan Patti which is 6 kms away from the community. People were bound to depend on other private vehicles on the route and had to wait for hours. During our interaction in the community, residents expressed the problem faced due to poor connectivity, they had given various representations to DTC for the bus facility but connectivity was not provided to them.

The students took appointment from Delhi Transport Minister and brought it to his notice he responded positively and assured action. A DTC bus was started in the community within one week which runs from Mori Gate to Tronica City connecting Badarpur Khadar village. Bus service was started from 2<sup>nd</sup> November 2017 which has improved connectivity of Badarpur Khadar with rest of Delhi. We have also spread awareness among community volunteers that they should raise issues with the competent authorities if there is any breakdown of service.



### **Bus Service between Badarpur Khadar and Mori Gate**

**Health** - The initial needs assessment of the villages reflected urgency for intervention with regard to community health, more so with the severe dengue outbreak in the area. Using a participatory approach, urgent interventions were organised to contain the spread of dengue in the villages. This included the cleaning of streets and drains; spraying and fogging in collaboration with the MCD; and dissemination of information with regard to prevention through the conduction of rallies, interactive sessions and distribution of pamphlets. With the intervention of the Cell, much of this has now become a regular part of MCD engagement in the area.



**Health Camp:** Taking into cognizance the multiple and pressing health issues affecting the residents, the Cell has been organizing a series of health camps. The health camps show excellent participation by the communities, and it goes to the credit of the student teams that they are able to mobilise resources and support from within the community and from external partners to create an exemplary interface with the communities. They have also associated with women through Anganwadis and are working with them in groups on various issues



beginning from nutrition, health, personal hygiene etc. Apart from health camps, awareness generation sessions have been organized to address the diverse health needs of different sections of the communities.

Health Camp in Badarpur Khadar was organized on 21st September 2017. The total number of participants was 152, out of which 85 were females and 67 were males. More than 100 participants were above age of 45 and rest below the age of 15. It was organized in the Panchayat

Bhawan of Badarpur Khadar Village. Severe cases related to vision and chronic diseases were referred to other hospitals. Almost 60% of patients examined had skin diseases and other skin related problems. Scabies is wide spread in the village and treatment for all for the same appears to be the solution to get rid of this problem in the village. Various cases of poor vision were also diagnosed. Doctors suggested that there are some serious cases among the patients and they referred some of the patients for specialized treatment. It is highly unsure whether these patients will go ahead for this referral keeping in mind the lack of regular

transport service and their keenness to seek further services. Doctors also recommended that a pediatrician should be there if any camp is organized in future as many child specific problems were also seen.

Another problem which was rampant in the community is Vitamin-A deficiency. The doctors recommended that Vitamin-A medicines should be distributed once in every 9 months. They further suggested that chronic illnesses like diabetes and hypertension require regular follow ups and awareness regarding the same also needs to be generated for its management.

Major problems faced by the community related to health are due to poor sanitation facilities. The surroundings of the houses and condition of the drainage system in the community is in very dismal state. The drains are rarely cleaned and are not covered. This results in the spread of infections and diseases among the villagers. Hence, health concerns and interventions are desperately needed in the area and can be the major area of focus.

The Health Camp at Chauhan Patti was organized in collaboration with Lions Club Delhi and was conducted on 21<sup>st</sup> September'17. The scheduled timings for the camp were from 10 am to 2 pm but it continued till 3.30 pm. The venue for the health check-up was Anganwadi centre number 66 located in Mangal bazaar, Chauhan Patti. The ASHA workers of the community played an active role in making arrangement and publicizing the camp. Logistics were arranged from the neighbourhood which includes furniture support. Handmade posters were separately made for the Medical camp and pasted around the community. People were mobilized through various ways which included spreading information in the market and door to door verbal messages were given. Another highlight of the camp was wash training programme which was undertaken by the student volunteers of the Department of Social Work. The activity achieved two objectives –

- a) Awareness regarding benefits of hand-wash and proper method of doing the same.
- b) One the spot crowd management

The health camp was well received and brought into light the desperate need of health initiatives in the community at both awareness and treatment level. The patients turning up for the camp mostly suffered from diseases caused by malnutrition and unhygienic sanitation conditions. Many women were anaemic and majority of people in the community suffered from skin diseases like scabies due to insanitary conditions. Some patients carried symptoms of chronic diseases for which they were provided referral points

**Sanitation and Waste Management** - The student and faculty teams have also worked to address the problem of sanitation and waste management by networking with concerned authorities for installation of dust bins, segregation of degradable and non-degradable waste, and ensuring regular sweeping and cleaning of the drains in the villages.

The students held meetings with MLA, SDM, Tehsildar and DM to bring in near attention towards the poor drainage and sanitation condition in Badarpur Khadar. Though very late but the consistent effort of the trainee compelled the revenue officer, patwari and other officials

to inspect the village and do a reality check. The students are also working on school going children and targeting them as volunteers so that they can spread awareness in their community regarding sanitation and hygiene.

**Empowering the Youth** - With the youth, continuous sessions were undertaken for their absorption into formal sector through computer programme and other provisions of Skill India Programme. Student teams have also been working with parents' groups to address the problems of children and adolescents, especially with



regards to addressing the school drop outs problem. Counselling sessions were also organised for adolescent girls and boys regarding various psycho-social/ sexual problems encountered by them.

**Issues of the Elderly** – In Badarpur Khadar, the intense engagement in the field brought into light that almost a fifth of the village's demography is dominated by elderly. Keeping in mind the felt and actual need of the ageing population who faced ill health, desolation and marginalization, interventions were made at three levels. Firstly, networking was undertaken with various governmental agencies and MLA for provision of old age pension and widow pension to ensure that their economic vulnerability is curbed. Secondly, those aging over 60 years often face health problems and lack of proper medical care. Inadequate nutrition is another challenge which they tend to not to overcome. To address this, two health camps were organized, a generic health camp by collaborating with Helpage India and a focused one for eye check up by collaborating with Dr. Shroff Hospital. About 200 beneficiaries benefitted from these processes. The psychological well being of the elderly was also addressed by undertaking case work. And thirdly, to address the issue of rights, attempts are underway for formation of a Senior Citizen's Association in Badarpur Khadar in collaboration with Help Age India. The aim is to address the issue of dispossession and right to live with dignity. It is believed that a permanent platform will also facilitate uninterrupted health infrastructure.

**Elderly Association:** The students took the help of interns placed in Help Age India to form a senior citizen association in the community. The objective is to make a platform which caters the need of the elderly of the community and for advocating the various hardships faced by them at this stage of life. Therefore the trainee before starting



the process of formation of senior citizen association has undertaken the detailed study of various senior citizen associations and even visited them. The trainee met Mr. J.R. Gupta, president Senior Citizen Association of Delhi and Dr. Bobby, Advocacy officer, Helpage India.



In order to make the association, the trainee was advised by Dr. Bobby to organize few such events for the elderly which inspire them to recognize the efforts and come on the same platform by resolving their conflicts with each other. The trainee had planned 3 macro-level events in the community. A bank account opening camp was organized for the residents in the village on 19/02/2017 and then a health camp on 04/03/2017.

**Awareness Generation** - Active efforts were made to augur awareness through advocacy regarding various schemes initiated by Central and State Government to benefit women, children, girls, widows, elderly persons and persons with disability. Awareness Generation on relevant themes/subjects like hygiene and sanitation, health, nutrition, women's safety, gender equality, women's empowerment, micro credit and RTI was done through the conduction of community rallies, interactive sessions, distribution of (IEC) Information, education and communication material, and the use of street theatre and other indigenous media.

**Women's Empowerment** - Active work is being undertaken with the community women through the medium of anganwadis, mothers groups and SHGs on various issues including nutrition, health, personal hygiene, education, legal literacy, women's safety and other women's issues. Students have been working to encourage institution based deliveries and ensuring proper pre-natal and ante-natal care to women by working with the dispensary, doctors and other staff members to bring in the real stakeholders into the process. They have also created a platform where they have brought in mothers and adolescent girls for an ongoing interface to discuss health and hygiene issues.

**Farmer Concerns** - The student's team is trying to help the farmers in improving their agricultural productivity by facilitating soil testing and issuing of soil health cards. The students are promoting Organic-cropping in the village, they have held various sessions with the farmers in the community to inform them about the benefits of organic cropping and the increasing demand in the market for organic crops. The students have been approaching various NGOs which facilitate in switching to organic cropping.

**Strengthening Community Based Groups** - Strengthening of existing and formation of new groups in the villages such as women's groups, self-help groups, youth groups, cooperatives etc. is being done to garner the support of different sections of the villagers. This is being done to facilitate the implementation of various developmental activities to address the

diverse problems of different sections of the community. The community based groups are being empowered to take the lead in catering to community needs/problems.

**Ration Card:** Most of the community people did not have the ration cards, thus the trainee students visited the public distribution office of that area to make inquiry about this inconvenience, trainee came to know from the officials that the work of issuing new ration card have been stopped from the last thirteen month, it was taken up with authorities who told that the list has been freezed and when the Government opens up the portal the village will be covered on priority.

**Awareness on Vocational Training Opportunities:** The Virohan Institute of Allied Health and Management Sciences located in Faridabad and Noida provides training courses in the Paramedical sector. The intervention was in the sector of livelihood. The focus was creating awareness about employment opportunities. Mr. Juneid, the Mobilisation Head of Virohan took up a session on 12th November explaining about the courses offered at Virohan. The focus of the session was also on the future aspects in the courses available.

Many home visits were made and several counseling sessions were undertaken to connect them to the training course. People were motivated to take up the training test for once. The pamphlets with all the relevant details of fees, duration, name, placement fields etc were distributed to community people.

**Skill Development Training:** Based on the feedback from the community our student suggested Mehendi training workshops for the female folk in the community that will provide them with a source of income to work as Mehendi artists during mariages and other functions, a four day vocational training camp focused for female households of the communities was organized from 18<sup>th</sup> September 2017 to 21<sup>st</sup> September 2017. Training was aimed for females of the community so that a feeling of self reliance could be built among them. After the culmination of the camp, participants were very happy, they understood the importance of such vocational training and demanded for a month long camp of Mehendi so that they can learn professional skills. They also asked for sewing training camp in the village which may also help in employment opportunity.

### **Mehendi training workshop**



This camp was very helpful for the community as it not only attracted girls but also made women participate enthusiastically. Camp was aimed to target females above 15 years of age. Panchayat Bhawan of Badarpur Khadar Village was offered as the camp venue by the people of the community. The Vice Principal of Sarvodaya School and the Sarpanch of the village extended unconditional support to make this camp happen and were responsible for successful completion of the same. Some of the logistic support was offered by the school. This shows community participation and involvement in the activities and makes clear the need and desire of such activities in the village. Banners were put around the venue and announcement was also made in Masjid regarding the activity being organized in the community.



The Mehendi training camp in Chauhan Patti was provided free of cost at Anganwadi Centre No. 66. The information about the Mehendi camp was communicated to all the Anganwadi centres in the

Chauhan patti community. The venue was Anganwadi centre no. 66 located in Mangal bazaar area Chauhan patti. The students made extra efforts to publicize the event and made few handmade posters to be posted at various places in the community. Arrangements for extra mats were done from Anganwadi centre 65 and 67. The health camp was also scheduled to be conducted at the same venue i.e. Anganwadi 66 on 21<sup>st</sup> September. So a hall of the resident near to the venue was finalized for the last day of Mehendi Camp. Mrs. Bhandari, the Anganwadi worker from centre no. 66 played a key role in making this alternate arrangement available on the day of medical camp.

There were 76 registrations in total and 70 patients were diagnosed including 19 sugar tests. There was one case of neuro-disorder and psychomatic disorder each. Women were diagnosed for diabetes, nervousness and hypertension. Moreover, there were cases of malnutrition among children. One case of scabies was also reported. Some of the referral cases were of dentist, gynaecologist and family counsellor. The people of the community communicated the need of eye-check up camp. Some of them expressed the need of organizing a mega health camp.

It is evident that health is a neglected matter in the community. Awareness sessions are required for communicating about adherence to medicines in case of diabetes and hypertension. Sessions on healthy and low cost nutritious food can help in resolving problem of malnutrition among children. All the ASHA workers and Anganwadi workers of centre number 65,66,67 and 68 were informed about the Mehendi training camp. One of the

handmade posters was also put up on the wall of the entrance of the venue. Other posters were put up in the Public Dispensary, local grocery shop in Mangal bazaar and chemist shop.

There were 55 registrations on the first day of the camp. Married women and young girls were the participated enthusiastically in the camp. The participants expressed the need of one-month training program of Mehndi so that they could acquire the skills under the expert guidance. Some of the school girls who were interested to learn the art of applying mehendi asked for a time schedule which does not clash with school hours in next camp which they were anticipating. The other suggestions which came from the group were to have a specialized beauty culture workshop for bridal make up, self defence training, basic computer literacy skills and spoken English classes to name a few. Overall, the training was well received and has built hopes for further such events in the community.

**Financial inclusion:** During our primary interaction in the community people expressed their displeasure over functioning of the Banking Institutions. The nearest branch is State Bank of India, Sabhapur. People informed our students that Bank Manager has refused to open any account in the branch and account can be opened only through CSP (Customer Service Point). The account opening fee as per Bank's notice is Rs 20 (for CSPs) but people were charged between Rs 200 to Rs 350 for the same.

Our students visited Sabhapur Branch twice to verify the complaint and to find out the modus operandi, then they registered a complaint in the grievance cell of State Bank of India. After 2 months and repeated e-mails we didn't receive any response. Then we wrote to financial division of RBI to look into this issue and finally we received a letter from SBI Sabhapur Branch Manager that she will open bank accounts of all residents from the community as per the prescribed fee and apologised for the inconvenience. Our students have spread awareness in community through volunteers that Bank account can now be opened easily with prescribed fee of Rs. 20. It was a huge relief for the community residents as they had to produce Bank account for availing all government schemes and benefits.

**Work with school drop outs:**

The cases of school drop outs were identified. The understanding was built with respect to reasons of dropping out. Efforts were made to counsel the parents wherever possible. The reasons of school dropouts were assessed. Home visits were done for this purpose. Parents were counseled. Two of the families agreed to send their children to school. The one of which was a class 12 drop out.



Meeting was held with the principal of government school at Sabhapur with regard to admission.

**Soft Skill Training:** The English speaking class was initiated with 16 children ranging from class 7 to class 11 at Shukarbazaar and VishanVihar. The objective was to build their vocabulary and ability to make sentences. The focus was enhancement and building up of confidence among children. Special attention was given to few students who were bit slower at understanding the concept. A considerable time was devoted with them. Attempts were also made to build their pronunciation abilities. The assignments like practice questions and stories were given for better understanding. The new group of student in VishanVihar was formed for non-formal education. Focus on personality development along with good touch and bad touch sessions have been conducted. Few exercises on confidence building and concentration were also undertaken.

**Strengthening of Pre-school Education:** The trainee students held sessions with Anganwadi Workers for their capacity building and to train them to teach the children, the workers mainly focus on nutritional and immunization component and do not focus on the educational aspect, moreover since the inception of ICDS programme in 1975 there has never been a training programme for ICDS Workers, the trainee students held session with Anganwadi Workers to train them in the techniques to deal with children and simplify the lesson plan for them so that they can engage the children in a productive manner and bridge the gap in preschool education.

### **Sessions in Anganwadi Centre**

Over the three years of existence the faculty and students proactively participate in diverse initiatives under this Cell and within the Unnat Bharat Abhiyan. These have generated exemplary outcomes and rich community partnerships. Interventions range from: infrastructure development; promotion of health, education, skill building; women's' empowerment; and enabling access of the marginalised to entitlements under diverse schemes.



As the initiatives moved to third year and availability of a small grant released by the University, some concrete and visible actions were supposed to be taken in these five villages. For this purpose, all the respective members (CIC, Maharaja Agrasen College, Adult education, Kalindi College) of the Community Development Cell met in August'2017 to discuss the further course of action which involved monetary investment. The faculty members involved in supervising students placed in these five villages from the Department of Social work briefed the team about the fundamental work done till then, as these five villages were included in the field work sites as a part of concurrent field work .

The team took a collective decision to visit one of the villages adopted under CDC to get familiar with the type of setting and begin work in one village. The results of the activities undertaken in one village will help in ascertaining and strengthening the activities to be taken in other four villages. Hence, a visit was organized on 18<sup>th</sup> August 2017 to Jharoda village. A team of student volunteers and faculty members from the respective Departments and Colleges gathered at the Department of Social work and a bus took them to the field site. The student volunteers were briefed about the objective of the visit and were also handed over a need assessment cum resource assessment form to be filled as they moved around in the village.

In all the five villages adopted under Community Development Cell,



health is a foremost area of concern and intervention. The unhygienic and insanitary conditions of the communities make people more prone to certain infections for example skin infections etc. There are very clear indications that people are in need of regular health services especially where the people have to cover kilometres (Badarpur Khadar) to seek health services. People have openly expressed the desire to have regular check-up camps and even specialized camps (Eye, Child related, Women related etc.) in near future. Based upon the feedback received and deliberations that took place in the community with community stake holders it was realized that health is a major concern in the area due to poor sanitation facilities, improper waste disposal and unawareness regarding various health issues. Further, women in the community also talked about income generation programmes and home based work since they were not willing to move out or go far for work apart from other concerns of the village.

The work done by the students' teams who were placed in these villages for preceding two years also had similar findings to share across all the five villages. In fact, the students took into cognizance the predominant health issues affecting the residents.



A number of medical camps and awareness generation sessions had been organized by networking with other organizations to meet the health needs of people. The students involved themselves in activities aiming to generate awareness amongst the children on a plethora of subjects at schools and in the community.

Therefore, it was consciously decided that health and other initiatives will be taken to all the villages than limiting it to just one village. This was necessary to sustain the efforts put in so far by the students. As skill training is a highly desirable and popular component, it was also undertaken in all five villages in this phase. Village wise depiction of the programmes is as follows:

The wholehearted participation in Mehendi Training camps across all the villages displays the desire to acquire skill which can lead to some monetary benefits with minimum investment. In one of the village women expressed that they were willing to some amount for skill training programmes if the training and skill is coming from a reliable source. Some suggestions from the people about nature of trainings have also come up which gives scope for future interventions.



These camps have opened doors for many interactions not only among the people but also given opportunity to various service providers to start new ventures in these villages. To elaborate upon the same, Shanti Gyan Sewa Trust working in Jharoda decided upon expanding its interventions Milan Vihar of Jagatpur village. They have also started making efforts to build rapport and trust in the area. It was Shanti Gyan Sewa Trust who volunteered to sponsor medicines for medical camp held in Jagatpur after seeing the response and need of the people towards health initiatives taken up by Community Development Cell in Jharoda village.

Thus, the initiatives taken under Community Development Cell have not only successfully achieved the aim of providing time bound services but has also built a trust among the people for meaningful and focused interventions and association in future.

## **II. WOMEN'S STUDIES AND DEVELOPMENT CENTRE FOR ADVANCED STUDIES (WSDC)**

The WSDC was established in 1987, and has been a pioneer in Women's Studies in India. It has completed 31 years in April 2017. It is an integral part of the University of Delhi and functions as a nodal centre for conducting women related academic research, training and extension activities. The activities of WSDC place women & gender at the centre of its inquiry & focus mostly on multidisciplinary perspectives of class, caste, ethnicity, sexuality, religion & age. The thrust areas of the centre include teaching, research, teacher training & capacity building, gender sensitisation & community outreach.

The WSDC has been granted the Centre for Advanced Studies status by the UGC in April, 2016. Its teaching, research, training, sensitisation programs have evolved over the years with guidance from UGC for different plan periods. The Centre has emerged as a catalyst in initiating inquiries related to women in higher education, it now undertakes various programmes- teaching graduates, researchers and teachers through various courses; conducting local, regional, national and international research projects; holding national and international seminars; conducting national workshops for researchers and teachers; offering UGC refresher courses and sensitising academic community. The core mandate of this Centre is to foster outreach to create gender sensitization and gender equality among the University constituencies, as also the larger society.

In the last five years, the centre has undertaken following programmes on various current gender themes.

### **Gender Sensitization Workshop for Delhi University Faculty, 3<sup>rd</sup> November, 2015.**



### **Community Outreach Programmes run by WSDC**

Women's Studies & Development Centre organized a Tree Plantation Ceremony to celebrate the Azadi- 70- Yaad Karo Kurban (Freedom Fortnight). The WSDC and ICC also found this

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to be a suitable occasion to celebrate the laurels achieved by women sports persons at the Rio Olympics in our 70<sup>th</sup> year of Independence.

The WSDC faculty and staff were joined by members of ICC, and the faculty and staff of other centres in the building. Poems were recited collectively by all those who were present. The gathering chanted Rabindernath Tagore's empowering words -

*'Where the mind is without fear and the head is held high; where knowledge is free....'*

Tree saplings were planted by the group.



Women's Stories – programme for women's empowerment was organised on the 10<sup>th</sup> March 2016, which included poetry reading and a dance demonstration on Women's Power by Ms. Shovana Narayan and a poetry reading session.



## International Panel Discussion on Role of Men as Gender Champions on 8<sup>th</sup> MARCH, 2017



## International Panel Discussion on Role of Men as Gender Champions on 8<sup>th</sup> of March, 2017

The Theatre Group *Parindey* staged a street play in the lawns of the Academic Research Centre January, 2016. The play titled “Andhkaar Se Ujale Ki Taraf”, examined issues of female foeticide in India and societal prejudices affecting the girl child. The young theatre group engaged with everyday instances of gender discrimination, while envisioning prospects of gender equality in India. The performance by the theatre group was followed by interaction between the actors and audience/WSDC faculty.



### Research:

1. The project *Understanding Change in Gender Relations in New Middle Class in India* aims to understand & analyse change in gender relations in the new middle class, that has emerged as a result of economic liberalization in India since 1991, through extensive field work in three metropolitan cities of India- Delhi-NCR, Mumbai, Kolkata. The research team has completed the empirically grounded field study in different sectors of MNC, IT & Banking across Delhi-NCR. Qualitative report based on the Delhi case studies has been collated & written. The quantitative analysis is under process. Partial field work is being undertaken in Kolkata and the adjoining area.

2. Mall: A Gendered Space- 2015-16

WSDC had undertaken this project in an attempt to further its research and focus on the broader topic of the New Middle Class in India. The Mall project was started in February, 2016 with training sessions for those involved in the project. The project involved intensive field work at the DLF Promenade Mall, at Vasant Kunj, New Delhi. It was concluded in December, 2016 with the completion of the written report and a short film based on the research findings.

3. Marriage, Autonomy and Engendered Violence, Study of North West India (2014):

This project studied the phenomenon and issues related to 'honour killing' in North-western states in India: UP, Haryana, Punjab and Rajasthan. It was found that in Punjab, Haryana and UP it was the land owning community that mostly indulge in this crime and oppose choice marriages (Sagotra, inter-caste and same village). Women are completely resourceless.

4. Gender and Decision Making Power in the Public Arena: A Comparative Study of India and Sri Lanka, 2014.

This project was funded by the Indo-Sri-Lanka Foundation. The key aims of this study were to scrutinize the state policies with regard to promotion of women in the decision making process, in the work spheres in India and Sri Lanka.

**Teaching:**

1. Short-term courses

i. Short Term Certificate Course on Gender & Society (for Postgraduate students) is held once a year on a regular basis since 2005. (2012, 2013, 2014, 2016)

This interdisciplinary course provide a platform for post graduate registered in different social sciences and humanities subject disciplines to understand some of the foundational theoretical debates and concepts on gender and develop critical insights on various political, social, economic as well as cultural aspects through a gender lens.

ii. Advance Certificate Course on Gender Studies (for Research Scholar & Teachers) is conducted once a year regularly since 2009. (2012, 2013, 2015, 2016, 2017)

The Advance Course aims at giving training in conducting research in gender studies. It includes modules on foundational areas such as 'Women's Studies and Development', and 'Concept of Gender', critical paradigms such as Liberal, Marxist, Radical, Socialist, Intersectionality, Psychoanalytic Feminisms, a module on the vital field of 'Women and Law and a module on Research and feminist methodology. National workshops on Feminist Theories and debates are the major component of the course for which participants from all over India apply. Each course has special emphasis through these workshops. Masculinity,

(2015) Psychoanalysis and Intersectionality, (2016) and Gender mainstreaming through research, (2017), were the special areas of emphasis in these courses.

### **Refresher courses /Training**

- WSDC has been regularly conducting UGC refresher courses for University teachers from various parts of the country. It has recently completed 17<sup>th</sup> Refresher course. More than 500 teachers from various Colleges and Universities belonging to different social sciences and humanities disciplines trained in these courses. Some of the themes of these courses were:
- Gender and space
- Gender and Models of Development
- Women in South Asia
- Women and Human Rights
- Feminist Theory and Practice
- Gender, Culture and Development
- Gender, Human Rights and Development

Director WSDC, lecturing at the 17<sup>th</sup> UGC Refresher course in Refresher Course on Gender and Space for teachers from various Universities



### **Workshops**

International Transnational Feminism: Issues of Marginalization and Intersectionality (January, 2017)

### **International**

Workshop on

The Women's Studies and Development Centre in collaboration with the University of Wisconsin Eau Claire and Indian Institute of Dalit Studies (IIDS) organized an International workshop on the theme '*Transnational Feminism: Issues of Marginalization and*

## BEST PRACTICE - II

*Intersectionality*'. The workshop was attended by 30 students selected from different colleges across University of Delhi as well as University of Wisconsin Eau Claire, USA. The workshop was envisioned and jointly coordinated by Dr. Bijayalakshmi Nanda, Associate Professor, Miranda House; Dr. Manjeet Bhatia, Associate Professor, WSDC; Dr. Cathy Rex, Associate Professor as well as Dr. Ari Anand, Associate Professor, University of Wisconsin Eau Claire.



Participants of the International Workshop on Transnational Feminism: Issues of Marginalization and Intersectionality (January, 2017)



WSDC hosted a three-member team of UGC Sri Lanka on the 28<sup>th</sup> of January, 2016



Prof. Kumudu Wijewardene, Prof. Maithree Wickramasinghe and Prof. Camena Guneratne interacting with students at WSDC

### **National Workshops**

The Centre has conducted many such workshops and held seminars on different gender related themes & debates around Feminist Theories with specific focus each year like Psychoanalysis (2015) & Intersectionality (2016) and Jurisprudence.

2017- National Workshop on Gender Mainstreaming through Research on Women's Issues

2015 - Feminist Theories and Debate

2014 - Feminist Theories and Debates *Psychoanalysis and Feminism*

2013- Feminist Theories: Indian Context ( 28<sup>th</sup> Jan. – 1<sup>st</sup> Feb., 2013; 2<sup>nd</sup> Dec. -6<sup>th</sup> Dec. 2013)

2012 –Feminist Theories and Debates

National Workshops-The Centre organized a National Workshop titled “Feminist Theories & Debates” from 6<sup>th</sup> to 10<sup>th</sup> April, 2015 and another National Workshop titled “Feminist Theories & Debates” from 29<sup>th</sup> February to 4<sup>th</sup> March 2016.



Dr. Ann Stewart, Warwick University, lecturing at the National Workshop on Feminist Theories and Debates (6<sup>th</sup> April–10<sup>th</sup> April, 2015)



### **III. GANDHI BHAVAN**

The Gandhi Bhawan, University of Delhi, was established in 1962. The foundation stone of the building was laid by Late Pandit Jawahar Lal Nehru on 17<sup>th</sup> December 1959 and inaugurated by Loknayak Late Jayaprakash Narayan on 9<sup>th</sup> September 1962. Among the dignitaries who attended the inaugural function were Shri U. N. Debdhar and Shri G. Ramchandran. Professor Sadgopal was appointed the first Director of Gandhi Bhawan. The genesis pertaining to the establishment of the Gandhi Bhawan lies in the meeting of the Executive Council held on 24<sup>th</sup> July 1958. The Gandhi Bhawan is a center dedicated to the study of the words and works of Mohandas K. Gandhi. It is a centre that does pioneering work to spread the message of non violence, peace, sustainable and simple living, environmental conservation and restoration, community development and harmonious living among the faculty, staff, scholars and students within the University, as also among the society. Gandhi Bhawan has a full schedule and it organises multiple innovative programmes of outreach over the entire year. The team at Gandhi Bhawan is proactive in using the auspices of the Centre to work towards building an inclusive and integrated community and society.

As far as the initiatives in the year **2012-13** are concerned:

Yoga & Meditation sessions have been organised for the University community and for the larger community as part of the social outreach engagements organized by Gandhi Bhawan.

These included Yoga and Meditation sessions for the residents of Jubilee Hall hostel in June 2012 by the Yoga Organizer, Gandhi Bhawan in which residents along with staff and faculty took part and energized themselves with yogic kriyas and meditation.

Gandhi Bhawan also organized Gandhi Jayanti Celebrations on 2<sup>nd</sup> October 2012. The message of peace was delivered by Prof. Vivek Suneja, Pro Vice Chancellor, University of Delhi. Prizes were distributed to the winners of Mural Painting Competition organized by Gandhi Bhawan.



*The Pro Vice Chancellor at Gandhi Jayanti Celebrations – 2.10.2012*

A two-day Workshop and Consultation on *Yoga & Naturopathy for Healthy Lifestyle* was held in October, 2012 in which eminent personalities from Yoga and Meditation were the resource persons.



***Participants at Yoga for healthy lifestyle and stall for Naturopathy***

A Classical Music concert in collaboration with Sangeet Sankalp was held on 25<sup>th</sup> November 2012.

Gandhi Bhawan observed the Martyr's day on 30<sup>th</sup> January 2013. Prof. Dinesh Singh, Vice Chancellor, Prof. Vivek Suneja, Pro Vice Chancellor, Prof. Sudhish Pachauri, Dean of Colleges and Dr. Mohd. Aslam Parvaiz, Chairman, Managing Committee, Gandhi Bhawan graced the occasion. On this occasion, a Musical Tribute to Mahatma Gandhi was presented. A prayer by the students of Harijan Sevak Sangh, skit and charkha spinning, were also presented.



***The Vice Chancellor and Pro Vice Chancellor, University of Delhi on Martyrs' Day***

On 15<sup>th</sup> February, 2013, on the request of Ms. Abhilasha Joshi, Director, ICCR, New Delhi, a visit was paid by Mrs. Rajele Jain, freelance artist, curator, researcher and filmmaker. She had a detailed discussion on Gandhi Bhawan's activities/ programmes with the Director, Gandhi Bhawan. On 19<sup>th</sup> February 2013, a meeting to discuss Legal Aid Clinic being run at

Gandhi Bhawan comprising of the Director, Gandhi Bhawan, Prof. Kamala Sankaran, Legal Advisor, University of Delhi and the Member Secretary, DSLSA was held at Patiala House Court, New Delhi. On 18<sup>th</sup> February 2013, a meeting of Teachers-in-charge of Gandhi Study Circles of various colleges was held to discuss/ plan activities/ programmes to be conducted in 2013-14.

Gandhi Bhawan participated in Antardhwani 2013 at University Stadium from 22<sup>nd</sup> – 24<sup>th</sup> February 2013. Exhibition-cum-sale counters were put up by Gandhi National Museum, Rajghat and Khadi Ashram, Delhi. Students, faculty, staff of Delhi University and the general public thronged the stall of Gandhi Bhawan. They were enthusiastic about Charkha, Legal Aid Clinic, Khadi stall, etc. A lecture on topic ‘Gandhi and Interpretation of Gita’ by Y. P. Anand, former Chairman, Railway Board, Government of India was held at Gandhi Bhawan on 4<sup>th</sup> March 2013.

A write-up Competition on topic ‘Deal with the action, not with the person’ was organized by Gandhi Bhawan on Friday, March 8, 2013 in which students of various colleges participated. Winners were given cash prizes. A lecture on topic ‘Aaj ke jeevan mein Gandhiji ke vichar’ by Shri M. M. Gadkari, Chairman, Sevagram Ashram Pratishthan, Sevagram, Wardha, was held on 12<sup>th</sup> March 2013. Shri Gadkari addressed the audience and then a question and answer session was held.



***Gandhi Bhawan stall at ‘Antardhwani***

**Gandhi Study Circle:**

Funded programmes/ activities organized by colleges under the auspices of Gandhi Study Circle as per the report submitted/ informed:

Indraprastha College for Women organized a lecture on topic: Swaraj Aur Swadeshi by Prof. J.P.S. Uberoi on 28 September 2012. Bhagini Nivedita College programme was held on 5<sup>th</sup> February 2013. A poster making and an essay writing competition was organized.

Bhaskaracharya College of Applied Sciences – A Seminar on Gandhism was held on 19<sup>th</sup> February 2013. Dr. Y. P. Anand, Former Director, Indian Railways was the resource person.

Swami Shraddhananda College – A lecture on topic, ‘Mahatma Gandhi and Non-violence’ by Dr. Y. P. Anand, Former Director, Indian Railways was held on 28<sup>th</sup> February 2013. Prof. Ashum Gupta, Director, Gandhi Bhawan was invited as Chief Guest.

Hindu College – A lecture on topic, ‘Gandhi’s Quest for Women Empowerment’ by Dr. Savita Singh, Former Director, Gandhi Smriti was held on 7<sup>th</sup> March 2013. On the same day, a poster making competition was also organized.

Atma Ram Sanathan Dharam College – A quiz competition on ‘Gandhi’ was organized on 8<sup>th</sup> March 2013. Dr. Nisha Bala Tyagi, Deputy Dean Academic & Incharge Academic Activities, Gandhi Bhawan was invited.

Shyam Lal College (Evening) – A workshop on ‘Gandhian Model of Development: Indian Context’ was conducted on 19<sup>th</sup> March 2013. A debate was also held on the same topic.

The main outreach initiatives undertaken by Gandhi Bhavan in the year **2013-14** included:

On the World Environment Day - A cleanliness drive was organized in which students, faculty members and staff took part. In July, 2013 a Gandhi Quiz Competition on autobiography of Mahatma Gandhi was organized. In August, 2013, a Creative Writing Competition – Topic ‘*Ishwar Allah Tero Naam*’ for College students of Delhi University was organized. On the same day, a Creative Writing Competition – Topic ‘Power of Peace’ for non-teaching employees of Delhi University was organized and on topic ‘*Peer Parayi Jaane Re*’ for M. Phil. & Ph.D. students of Delhi University was held. In the same month a Debate Competition – Topic ‘Future depends what we do in the present’ was organized.



***Cleanliness Drive***



In September 2013, a lecture was delivered by Fr. Jude Thaddeus, Africa on topic ‘Africa needs Gandhi’.



*Father Jude delivering the lecture and with the audience*

In the same month, a talk by Dr. Veena Howard, University of Oregon, USA on topic ‘Gandhi’s Ascetic Activism’ was held.



*Dr. Veena Howard delivering the lecture*

Another notable programme on the book – ‘J.P. Jaisa Maine Dekha – JP par Gandhi ke prabhav ki samiksha’ was organized in collaboration with Department of Hindi, University of Delhi in the same month.



***‘J.P. Jaisa Maine Dekha – JP par Gandhi ke prabhav ki samiksha’***

Additionally, a Skit writing competition on topic ‘The Story of My Life – Autobiography by M.K. Gandhi’ was organized. Poster of the programme:

Gandhi Bhawan celebrated Gandhi Jayanti during this year as well. Prof. Sudhish Pachauri, Pro Vice Chancellor, University of Delhi addressed the audience and delivered the ‘message of peace’ after the sarv-dharma prarthana. Prizes were distributed to the winners of various competitions.

***Gandhi Jayanti celebrations***

In October, 2013, IMBH - Students’ Interactive Session for Bhagini Nivedita College was organized. On 11.10.2013 a street Play (Nukkad Natak) competition on ‘Sarvodaya’ was staged. During the same month the IMBH - Students’ Interactive Session for Acharya Narendra Dev College was also organized.

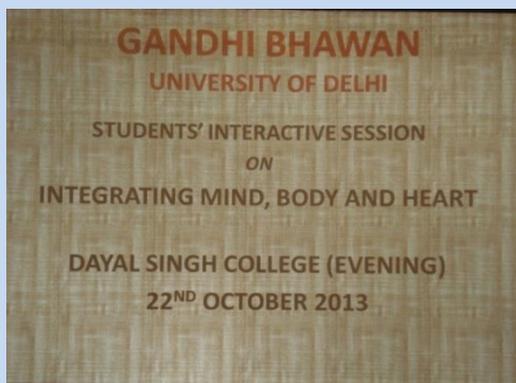


***In progress IMBH: ANDC***

***In progress: IMBH: Dyal Singh College learning Charkha***

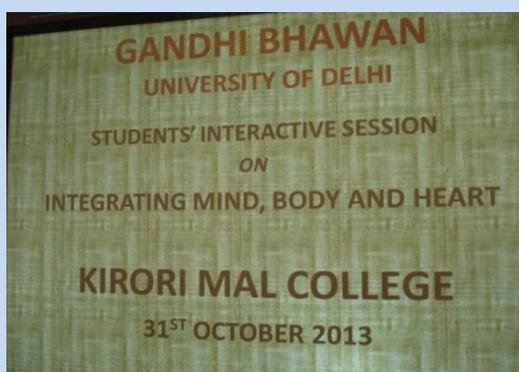
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A competition on 'Wear Khadi & Speak on Khadi' was organized. An IMBH - Students' Interactive Session for Kirori Mal College as also an IMBH - Students' Interactive Session for Shyam Lal College (Eve) was organized. The annual Gandhi Darshan Yatra was organized to Anasakti Ashram, Kausani, Uttarakhand from 16 -21 Dec 2013. In January 2014, a lecture/ message of nonviolence was delivered by Mr. Arun Gandhi. Students from



Pennsylvania, USA also participated.

*In progress: IMBH: Kirori Mal College*



January 2014 also saw the organisation of a Community Outreach programme. Dr. Nisha Nag and Dr. Kavita from Hindi Department of Miranda House were the judges of the competition. A Classical Music Programme in collaboration with Sangeet Sankalp was organized. Within the

same month, Dr. Ravi Bhatia, Member, M.C., Gandhi Bhawan gave a lecture on 'Gandhiji ke vichar aur vyavahaar' Dr. Bhatia spoke on the value system of Mahatma Gandhi and how they should be implemented in our life. He promoted the need to be honest and truthful in one's practical life. A Meeting of Teachers-in-charge of Gandhi Study Circles of various

## BEST PRACTICE - II

colleges was convened to discuss calendar of programmes for 2014-15. On 30th January, Gandhi Bhawan observed the Martyr's day.

In February, 2014 a *Shramdaan* (cleanliness drive) was organized for campus colleges in



collaboration with NSS, University of Delhi. An IMBH - Students' Interactive Session for SGND Khalsa College was also organized.

On 12th February, 2014, Gandhi Bhawan started a Certificate Course in Charkha Spinning. Dr. Sita Bimbrawh, former faculty, Kamla Nehru College, University of Delhi was the resource person. In February 2014, Gandhi Bhawan actively participated in Antardhvani 2014.



*Observance of Martyrs' Day*

**IMBH: SSCBS College**

In March 2014, a competition on 'Naming the Trees' was organized. A PPT presentation was conducted by Dr. Sushma Moitra, Dr. Somdutta Sinha Roy and Dr. Lalit Kumar, Department of Botany, Miranda House. Around the same time, an 'Extempore' competition was also organized.



On the occasion of International Women's day, a collaborative symposium with All India Radio on topic 'Education & Security of Girl Students from the North East' was held. Among others, Prof. Sudhish Pachauri, Pro Vice Chancellor, University of Delhi and Shri Amod Kanth (IPS) were the speakers. The programme was followed by a folk music



*'Brij Ki Hori.'*

March 2014 also witnessed the IMBH - Students' Interactive Session for Miranda House being organized.

A one day visit to Gandhian Institutions in Delhi for volunteers was organized to apprise them about Gandhian philosophy and action in March 2014. Beyond this, a Gandhi Movie/

Documentaries week was held in which films/ documentaries like – *Gandhi, Maine Gandhi ko Nahin Mara*, *Gandhi My Father*, *Mahatma and Munna Bhai MBBS* were screened for University fraternity. The IMBH - Students' Interactive Session for Bhagini Nivedita College and the IMBH - Students' Interactive Session for Satyawati College (E) were organized. A lecture was delivered by Dr. N. Radhakrishnan, Chairman: Indian Council for Gandhian Studies, New Delhi & Founder: Gandhi Media Foundation on topic 'Gandhi's Talisman: Its relevance in the emerging socio-political scenario' at Gandhi Bhawan.

The Funded programmes/ activities for colleges under the auspices of Gandhi Study Circle included: A one day National Seminar on theme, 'The role of Women in Gandhi's Life' at Bharti College for Women on 23<sup>rd</sup> September 2013; a quiz competition was organized on the theme of 'Hind Swaraj' on 31<sup>st</sup> October 2013 at PGDAV College. A two-day Seminar/ Workshop on topic, 'Gandhi and the Modern World: Challenges and Solutions' was organized on 3<sup>rd</sup> & 4<sup>th</sup> October 2013 and at SGND Khalsa College, a seminar on theme, 'Gandhi's concept of nonviolence and its relevance in contemporary times' was organized on 7th March 2014.

The programmes of Gandhi Bhawan in the year **2014-15** include:

In May 2014, a project 'Naming the Trees of the Core Campus' was initiated which was undertaken by Dr. Sushma Moitra, Department of Botany, Miranda House. She submitted a detailed report/ ppt presentation with pictures of trees of the campus. In August of the year, a Gandhi Quiz on Autobiography of (Mahatma Gandhi) was organized.

In August, 2014, a Creative Writing Competition (bilingual) on topic '*There is higher court than courts of justice and that is the court of conscience*' – Mahatma Gandhi, was organized for college students of University of Delhi. In August itself, a creative Writing Competition on topic 'Morality is rooted in the purity of our hearts – Mahatma Gandhi' was organized for the non-teaching employees of Delhi University.

A films and documentary week was organized from 25 to 29 August 2014 in which films/ documentaries like – 'Maine Gandhi ko nahin maara', 'The Making of the Mahatma' by Shyam Benegal, 'Gandhi My Father' by Feroz Abbas Khan, 'Gandhi an Emerging Reality' - Films Division and 'Gandhi en Mexico' by Sonia/Taveunam were screened. In the same month, a Creative Writing Competition on the topic 'Man's happiness really lies in contentment' (Mahatma Gandhi), for M. Phil. & Ph.D. students of Delhi University were organized.

In the month of September, 2015, the 2<sup>nd</sup> batch of Charkha Spinning Certificate Course was opened for all. A debate Competition on topic 'Woman is the companion of man gifted with equal mental capacities' was held. On September, itself, a poetry writing competition (bilingual) on 'Humility' was organized.

On Gandhi Jayanti - 2<sup>nd</sup> October 2014 many outreach programmes were organized – The Hon'ble Vice Chancellor Prof. Dinesh Singh flagged-off the Swachchata Abhiyan in the University. The other programmes include: (i) Skit and bhajans by the students of Gandhi

Study Circle of different colleges, (ii) Khadi sale counter was put up on a request by Khadi Ashram, Kamla Nagar, Delhi and (iii) Sale Counter by Masoom Special School (Masoom Foundation Regd. NGO), Timarpur, Delhi.



***Celebration of Gandhi Jayanti***

On October 17, 2014, a Poster-making and Slogan-writing competition on the theme ‘Peace’ was organized. Films/ Documentaries were screened for University fraternity like – Gandhi, The Path of Nonviolence, The making of the Mahatma and Gandhi Ek jivani from October 27 to 30, 2014.



In October, a programme on birth anniversary of Sardar Vallabh Bhai Patel was organized. In November, a meeting of Gandhi Bhawan Journal was convened. On 24 & 25 November 2014 programmes on Communal Harmony was organized. Display of books on ‘Multi-faith reading, Suggestion box – suggestions were invited from all promoting communal harmony, Group discussion on ‘Nationalism is greater than Sectarianism’, Creative Writing Competition on ‘Sharing experience of actions promoting communal harmony unity,

compassion and love’, on Poster making competition on ‘communal harmony’, Inter faith Dialogue: Reflections on Religions – An Interactive session.



### ***Programme on Communal Harmony***

A programme of Dr. Sita Bimbrahw ‘Bapu ke guru Kabir evam unke samkalin kaviyon ke kavymay sangit’ was held in Dec, 2014. On 9th February, 2015, a lecture by Dr. K. K. Jha was held on topic ‘Stress Relieving through Yoga and Naturopathy’. In January 2015, the 3<sup>rd</sup> Certificate Course in Charkha Spinning was started. In December 2014, to mark the birth anniversary of Shri Atal Bihari Vajpayee, former Prime Minister of India, Good Governance Day was observed; a seminar on ‘Use of Technology and innovations in promoting Good Governance’ was organized. On the same day an Oratory competition was held on topic ‘Role of Technology in promoting Good Governance’ was also held.

In January 2016, “My Understanding of Rashtriya Ekta” – a Round table Session of Students of Delhi University was held. A competition on Bhajans of Mahatma Gandhi for the students of Delhi University was organized.

The Martyr’s day programme was held at Gandhi Bhawan in which members of University fraternity collectively paid their tribute to Mahatma especially the students CIE Basic School, Maurice Nagar School and DUWA – Usha Ganguly School.



### ***Observance of Martyrs' Day***

In February, 2015, a Painting Competition on Peace was organized for the students from CIE Basic School, Maurice Nagar School and DUWA – Usha Ganguly School. On 13.2.2015, a debate competition was organized. On 20.2.2015, an inter-faith prayer meeting was organized at Gandhi Bhawan. Gandhi Bhawan participated in Antardhwani 2015 from 20-22 February 2015.

On 16 & 17 March 2015, Paralegal Volunteer (PLV) Training was organized for the students of Delhi University in collaboration with Delhi State Legal Services Authority, Patiala House Courts, New Delhi. In the same month, a programme 'Gandhi Ji ke Priye Bhajan' was organized in collaboration with Prasar Bharati - All India Radio, Ministry of Information & Broadcasting, Govt. of India.





*Gandhi Ji ke Priye Bhajan' was organized in collaboration with Prasar Bharati - All India Radio, Ministry of Information & Broadcasting, Govt. of India.*

Funded/ Non-funded programmes/activities held under the auspices of Gandhi Study Circle of different colleges of Delhi University:

Funded Programmes

- Gandhi Study Circle, Zakir Husain Delhi College organized an Inter-College



Discourse on 'Gandhi and the Global World' on February 27, 2015 under programmes like - Poster-making competition on the theme 'Gandhi and Environment', Street play on the theme 'Gandhi and

Today's India' and a debate competition on theme 'Satyagraha as the only tool of social change' were organized.

- Gandhi Study Circle, Bharati College organized a Poster making on topic 'Gandhi aur Swachata' and a Debate competition on topic 'Relevance of Gandhi in Twenty first century' on February 19, 2015. On this occasion, lecture was also organized by the Circle which was delivered by Dr. Suman Khanna Aggarwal.
- Gandhi Study Circle, St. Stephen's College organized its annual fest of the Gandhi Study Circle titled 'Satya-15' on March 2 & 3, 2015 in which different events were organized like – Inter-college paper presentation competition, Exhibition, Inter-college Conventional Debate, Panel Discussion/ Talk, Inter-college Quiz and movie screening.

#### Non Funded Programmes

- Gandhi Study Circle, Shyam Lal College (E) screened the film 'Gandhi' by Sir Richard Attenborough followed by a panel discussion on September 16, 2014. A Quiz competition on the book 'An Autobiography of M. K. Gandhi' along with a poster-making and slogan writing competition was organized on November 3, 2014. A lecture was delivered on the topic, 'Gandhiji ka bhasha chintan' by Prof. Krishan Kumar Goswami on March 11, 2015.
- Gandhi Study Circle, P.G.D.A.V. College organized a Quiz contest on the life, philosophy and activities of Mahatma Gandhi on October 20, 2015. Theme-based meetings are being held every Friday which cover the aspects of Gandhi's life and personality about which there is some misunderstanding. The series proposes to cover topics like – 'Gandhi and Bhagat Singh's execution', 'Gandhi and Partition', 'Gandhi and Subhash Chandra Bose', and so on. An essay writing competition on the theme 'My assessment of Gandhi' was organized to know the views of the youth about Gandhi.
- Gandhi Study Circle, Miranda House organized various events to spread Gandhian thoughts. An orientation programme was conducted in July, 2014 on what Gandhi Study Circle is all about. In August, 2014 a writing competition on theme 'Why Gandhi is relevant in Today's world', a quiz competition about the life of Gandhi and Extempore – do your best in two minutes' were organized. A skit was also performed. Gandhi Vichar was organized. On the occasion of 'Gandhi Jayanti' – 2<sup>nd</sup> October 2014, the Circle organized cleanliness drive inside and outside campus and performed a play titled 'hum kis gali jaa rahe hain?' On the occasion of Ekta divas, a rally with slogan – 'Ekta mein shakti hai' and a movie 'Sardar' was also screened. Martyr's day on January 30, 2015 was observed.

The key outreach initiatives of Gandhi Bhavan in the year **2015-16** included:

In April, 2015, an interactive session on 'Gandhiji and Youth' was organized. The speakers of the programme were Smt. Tara Gandhi Bhattacharjee, Chairperson, Gandhi Smriti and

Darshan Samiti, Shri A. Annamalai, Director, National Gandhi Museum, Rajghat, New Delhi and Prof. Dinesh Singh, former Vice Chancellor, University of Delhi.

Also in April 2015, a Bhajan Sandhya was organized in which Dr. Sita Bimbrahw, former faculty, Kamla Nehru College, University of Delhi sang Gandhiji ke Priye Bhajan. In May 2015, a film ‘Mahatma Gandhi: The 20<sup>th</sup> Century Prophet’ by A. K. Chettiar was screened. In the same month, a Special Talk on ‘Yoga and Ayurveda’ by Dr. Laxmi Kant Tripathi, Ayurvedic Physician from Times of India Group was organized.



In June 2015 the World Environment Day was celebrated and saplings were planted at the premises of Gandhi Bhawan. On the same day a Talk on ‘Disaster Preparedness: Future Challenges’ was also organized. Dr. A. K. Malik of Delhi Fire Service gave the audience a wide view on how to combat the disastrous situation. Mr. Malik spoke on ‘Fire Safety during Disaster’ and suggested safety measures and the need for education and preparedness on any eventuality of fire. Dr. Ritu Saxena, CMO, Department of Accident & Emergency, Lok Nayak Hospital spoke on ‘Pre hospital care in case of any disaster. Dr. Ritu , with the help of a ‘dummy’ demonstrated ways of giving first aid to the victims of disaster.

On 21 June 2015, the International Yoga Day was celebrated. The programme started with a welcome address by Prof. Anita Sharma, Director (Hony.) Gandhi Bhawan followed by Yoga and Meditation sessions for all under the guidance of the Yoga Organizer, Gandhi Bhawan. Students, teachers and the non-teaching faculty in large number were present for the same. On this occasion, the former Vice Chancellor, Professor Dinesh Singh addressed the audience and spoke of the inner goodness and the relevance of yoga for everyone. A documentary ‘Common Yoga Protocol’ from the Ministry of Ayush was also screened. To understand the ‘Asanas and their Relevance in the Modern Times’, a presentation by Mr. I. N. Raman, the Yoga Organizer of Gandhi Bhawan was organized. It was followed by an elaborative practical application of ‘Pranayam’ and breathing exercises by Yoga guru Gopal Krishan of Anand Amrit Yoga Centre and a member of Ministry of Ayush. To mark the day, Gandhiji’s favourite Bhajans and a special charkha spinning session by Dr.Sita Bimbrahw was also organised.



On 6 July 2015, a film show on 'Maine Gandhi ko nahin maara' was screened in which University fraternity comprising of teachers, students and non-teaching staff along with general public was present. On 16 July 2015, a Special Talk on 'Understanding the other half: Engagement on Gender Sensitization' by Prof. Pamela Singla, Department of Social Work, University of Delhi was organized. On 21 July 2015, a workshop on 'Quilling Art' by Ms. Shikha Gupta, Hindu College, University of Delhi was organized. On 10 August 2015, an Interactive Session on 'Creating an Inclusive Society' by Prof. Vikram Dutt, Prof. & Mentor, Department of Journalism and Mass communication, Delhi Metropolitan Education Institute, New Delhi was organized. On 14 August 2015, a Quiz Competition on 'Gandhi' was organized. On 24 August 2015, a Special Lecture on 'Mahatma Gandhi and Railways' by Dr. Y. P. Anand, Former Chairman, Railway Board, Indian Railways, Govt. of India & Former Director, National Gandhi Museum, Rajghat, New Delhi was organized.



On 7 September 2015, an Interactive Session on 'Know your Mind: An Interaction with Your Own Mind' by Shri Rajiv Ranjan, Research Scholar, Institute of International and Comparative Education, Northeast Normal University, Changchun, China was organized. On 26 September 2015, a Rangoli Competition was organized.



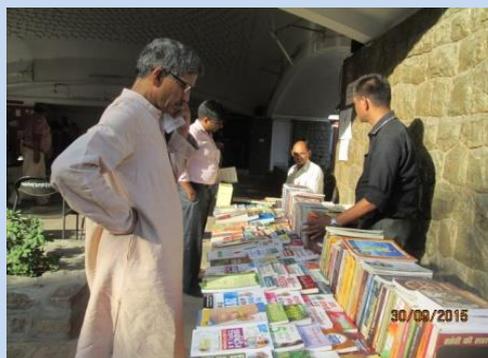
On 2nd October 2015, Gandhi Jayanti was celebrated with a lot of enthusiasm. On the same day inauguration of Graffiti wall depicting the life of Gandhiji took place. It was followed by sarv dharma prarthana. The mark this event, week-long programmes were organized. The programmes started with Rangoli competition with creative designs was made by one and all. The next day was the time of Geeta Discourse, Swami Shantiswarupananda of Ramakrishna Mission, New Delhi had an interactive session. On the third day a film *Gandhi My Father* was screened. The same day Legal Counseling was arranged. A lawyer of Delhi State Legal Services Authority (DSLISA), Patiala House Courts listened to the problems and gave suggestions. It is a regular program in Gandhi Bhawan.

The next event organized was a Special Talk on 'The Science and Art of Healthy Eating' by Dr. Neelanjana Singh, President, Indian Dietetics Association, Delhi Chapter and a well-known Nutrition Therapist. Exhibition-cum-Sale Counters were put up that day for Khadi products by Khadi Ashram, Kamla Nagar. Also a Book Stall was put up by Gandhi Literature Center, National Gandhi Museum, Rajghat, New Delhi. *Charkha Spinning Demonstration* was the main attraction on 29th September 2015. Many youngsters joined in learning spinning that day. This is also a regular program in Gandhi Bhawan that attracts young and old alike.

Another event organized the same day was an Interactive Session on ‘Ayurvedic Acupressure for a Long and Healthy Life’ by Ms. Madhavi Chakravarti, an Acupressure Therapist. She explained how to use pressure points to cure diseases. The next day a few events were organized simultaneously.

*Blood Donation camp* by Baba Saheb Ambedkar Hospital was started in the morning and continued till afternoon. In the *Dengue Awareness campaign*, pamphlets were distributed and people were made aware to keep their surroundings clean. At that time a *Nukkad Natak* in Sanskrit was performed by the students of Hindu College. They covered themes like girl education and cleanliness. It got very warm applause. Afternoon session had two hour *Yoga and Meditation* session.

Non Collegiate Women Education Board students of Mata Sundari College presented *Shabad* and *Gandhi ji ke Priya Bhajan* were sung by Dr. Perna Arora. Prof. Dinesh Singh, Vice-Chancellor, Delhi University delivered Gandhi Jayanti Message of Peace. Finally Prizes and Certificates were distributed to the participants of various events and volunteers. Exhibition and sale counter of Books on Gandhi ji was set up throughout this week by Gandhi Book House, Gandhi Peace Foundation, New Delhi. This was the first time that week long events were organized in Gandhi Bhawan to commemorate the birthday of Mahatma Gandhi.



## BEST PRACTICE - II



In October 2015, Prof. Dinesh Singh, former Vice Chancellor, University of Delhi, delivered a Special Talk on ‘Gandhiji aur Satya.’ Prof. Ashum Gupta, former Director (Hony.), Gandhi Bhawan, University of Delhi was the chair of the session. In October 2015 itself, an Anti-Tobacco Awareness Campaign was organized in which the resource person Dr. S. K. Arora, Additional Director-Health, Government of NCT of Delhi delivered a Talk before interacting with the audience. Dr. Sita Bimbrahw, former faculty, Kamla Nehru College, University of Delhi sang Gandhiji ke Priye Bhajan.

In November 2015, a Special Talk on ‘Homeopathy – Myths & Facts’ by Dr. Meera Sharma, Homeopathy Consultant, Delhi University Women Association (DUWA) was organized. A visit was organized to Rajghat and National Gandhi Museum, New Delhi. In November 2015 itself, Gandhiji ke Priye Bhajan was sung by Shri Sudhir Kumar. A Special Talk on ‘The Lure and Lore of Indian Spices’ by Prof. Sushila Narsimhan (Retd.), Department of East Asian Studies, University of Delhi was also organized as also a Special Talk on ‘Remembering Mahatma Gandhi in China: Special Issue of The Eastern Miscellany’ by Shri Prashant Kaushik.

A Shramdaan activity was organized for the students to streamline the work of library from 7<sup>th</sup> to 11<sup>th</sup> December 2015.



***Students working in the Library of Gandhi Bhawan during Shramdaan***

On 8 December 2015, a Delhi University Archives Tour was organized. Dr. Amrit Basra explained everything in detail about the Archives to the group.



***Delhi University Archives Tour***

On 16 December 2015, Gandhiji's favourite bhajans were sung by Dr. Sita Bimbrahw, former faculty, Kamla Nehru College, University of Delhi.



## BEST PRACTICE - II

On 20 December 2015, a Debate Competition on ‘Satya hi Safaltaki Kunji Hai’ was organized. On the same day ‘Sushasan Diwas’ was also celebrated in which an Interactive Session was organized on the topic ‘Sushasan mein Dhyaan aur Yoga ka Mahatva.’



On 22 December 2015, Dr. Ravi P. Bhatia, Member, Governing Body, Aditi Mahavidyalaya, delivered a Special Talk on ‘Paryavaran aur Swasthya.’



### *Special Talk on Paryavaran aur Swasthya’*



On 11 January 2016, a Chinese and Indian Poets Meet was organized. They shared their experiences over India-China Poetry session entitled ‘Contemporary Chinese & Indian Poetry.’ At the onset of the Meet, Prof. Anita Sharma, Director (Hony.) Gandhi Bhawan, welcomed the guests by highlighting that the organization of Author’s Event was actually a fruition

of efforts made to further enhance the “knowledge exchange” between India and China as emphasized in his speech by Prime Minister Narendra Modi while inaugurating the Gandhi Study Centre in Fudan University, China in May 2015. Indian poets were represented by Prof. Sukrita Paul Kumar, a noted poet, critic and academic who holds the prestigious Aruna

Asaf Ali Chair at the Delhi University and Prof. Anil Kumar Rai, a noted Hindi scholar and formerly visiting professor of Hindi at Peking University, China. Chinese poetry world was represented by Shu Ting, the harbinger of Obscure Poetry, Xi Chuan, one of the most celebrated contemporary Chinese poets and Lan lan, one of the most influential lyrical poets of the present time.



In January, 2016, a Documentary ‘Gandhi ka Champaran’ directed by Mr. Bishwajeet Mookherjee was screened. To pay homage to the Father of the Nation, a week-long events starting from 26 January 2016 were organized.

On 28 January 2016, a session with Ms. Madhavi Chakravarti, Acupressure Therapist was organized in which consultation was given.



On the same day, a Special Talk on ‘Translation of Literary Work: Its Role and Impact’ by Prof. Jiang Jingkui, Director of Center for South Asian Studies, Peking University, Beijing, China was organized. On 29 January 2016, a Special Talk on ‘Gandhiji and Women Empowerment’ by Prof. H. P. Gangnegi, Head, Department of Buddhist Studies, University of Delhi was organized. On 30 January 2016, Martyr’s

day was commemorated in which Sarva Dharma Prarthana Sabha was organized. On this occasion, students of Delhi University Social Center School, Maurice Nagar, CIE Basic Experimental School and Harijan Sevak Sangh, Kingsway Camp, Delhi performed prayer, bhajans and play to pay homage to Mahatma.



*BEST PRACTICE - II*



In February 2016, a Talk on ‘Emotional Transformation’ by Er. Sudhir Sharma was organized. It was well attended by the University fraternity including the general public. Within the same month, a Special Talk on ‘Gandhiji’s Satyagraha: Its Historical Significance and Contemporary Relevance’ by Prof. Gita Dharampal-Frick, University of Edinburgh, Germany was organized.

To mark the Matribhasha Divas, a conference entitled ‘Remembering Kasturba Gandhi’ was organized in which most of the papers were presented in Hindi.



On 29 February 2016, Gandhiji ke Priye Bhajan were sung by Dr. S. V. Esvaran, Emeritus Scientist, UNESCO DBT, Regional Centre for Biotechnology, Faridabad, Haryana and former Dean Academics, St. Stephen’s College, University of Delhi. On 5 March 2016, a Study Tour was organized to Shahzad Rai Shodh Sansthan, Badaut, U.P. and adjoining archeological sites. On 8 March 2016, a Book Reading session and interaction on the book ‘Ba aur Babu’ by Mukulbhai Kalarthi was organized.

On 11 March 2016, a Talk on ‘Mother Friendly Workplaces’ by Dr. Rajiv Kumar Jain, Additional Chief Medical Director, Health & Family Welfare, Northern Railway, New Delhi was organized. On 14 March 2016, a conference entitled ‘Gandhiji aur Dharmanurag’ was organized. Papers were presented in the conference. On 31 March 2016, Traditional games for kids were organized.

On 5<sup>th</sup> June 2015, to mark the World Environment Day, teachers of the orientation course, Centre for Professional Development in Higher Education (CPDHE), University of Delhi attended the programme. On 2<sup>nd</sup> October 2015, students of Non-Collegiate Women’s Education Board, University of Delhi - Mata Sundari College performed shabad at Gandhi Bhawan. On 5<sup>th</sup> November 2015, a Special Talk on ‘Homeopathy – Myths & Facts’ by Dr. Meera Sharma, Homeopathy Consultant, Delhi University Women Association (DUWA) was organized.



On 20<sup>th</sup> December 2015, a Debate Competition on ‘Satya hi Safalta ki Kunji Hai’ was organized for the students of Non-Collegiate Women’s Education Board, University of Delhi. On 22 February 2016, to mark the Matribhash Divas, a conference entitled ‘Remembering Kasturba Gandhi’ was organized in which most of the papers were presented in Hindi. On 14 March 2016 a conference entitled ‘Gandhiji aur Dharmanurag’ was organized. Papers were presented in the conference.

Programmes/ Activities organized at Colleges under the auspices of ‘Gandhi Study Circles’ funded/ part-financed by Gandhi Bhawan:

Hindu College: The Gandhi Study circle, Hindu College, University of Delhi, celebrated Gandhi Jayanti by organizing a two day event on 6<sup>th</sup> and 7<sup>th</sup> October, 2015 in Hindu College, University of Delhi. An inter-college Poem competition was held. ‘Gandhiji ke Priye Bhajan’ by Dr. Sita Bimbraw, former faculty, Kamla Nehru College, University of Delhi, was also organized.

Delhi College of Arts and Commerce: The Gandhi Study Circle, Delhi College of Arts and Commerce, University of Delhi, organized a one-day program on ‘Gandhian Thought: A Ray of Hope in the Contemporary Time’ on 5<sup>th</sup> November 2015. The program started with a lecture-cum-discussion. Another event was Collage and Poster making competition on the ideology of Mahatma Gandhi in which students won prizes. The last event of the day was a movie show ‘Gandhi My Father.’

Aditi Mahavidyalaya: The Gandhi Study Circle, Aditi Mahavidyalaya, University of Delhi organized a two-day national workshop on the thoughts, ideology and the lifestyle of Mahatma Gandhi on 20<sup>th</sup> and 21<sup>st</sup> November 2015. On the first day, a debate competition on the topic, ‘*Gandhi Ka Sampoorna Jeevan Samaantaaur Samrastaka Paryaya Hai*’ was organized. After that a Special Lecture on ‘*Gandhi ka Bharat Punragaman aur Gandhi Ki Jeevan Shaili*’ along with demonstration and training of spinning. The Next day, a poster making competition on theme, ‘*Samaajik Sudhar Aur Gandhi*’ was organized. A special lecture on *Gandhi Ki Anoothi Jeevan Shaili aur Bhartiya Paripekshaya* was also organized during this event. The Gandhi Study Circle again on February 19 & 20, organized a two-day National Seminar on Mahatma Gandhi.

Janki Devi Memorial College: The Gandhi Study Circle, Janki Devi Memorial College, University of Delhi, organized a seminar on ‘Respect vs. Tolerance’ by Prof. Apoorvananda and Prof. Dilip Simeon on 24.2.2016. On the same day, the Study Circle also organized a photography competition.

Aryabhatta College: The Gandhi Study Circle, Aryabhatta College, University of Delhi, organized a talk, bhajan and Charkha session on 8.3.2016. Prof. Dinesh Singh, Former Vice Chancellor, University of Delhi, delivered a talk on Mahatma Gandhi. Gandhi ji ke priye bhajans were sung by Dr. Sita Bimbraw, former faculty, Kamla Nehru College, University of Delhi.

The noteworthy outreach initiatives of Gandhi Bhawan in the year **2016-17** include the following:

A Talk on ‘Mahatma Gandhi, Indian National Movement and the Moment of Dandi March’ by Dr. Santosh Kumar Rai, Department of History, University of Delhi was held in April, 2016. It was well attended by students, teachers and non-teaching staff of University.



A documentary ‘Mahatma: A Great Soul of 20<sup>th</sup> Century’ was organized. Among the audience, a representative of Ministry of External Affairs, Government of India also attended the screening. The film is a documentary which records the life of Mohandas Karamchand Gandhi and his social, political and spiritual influence on the country during pre and post independence times.



***Screening of Documentary: Mahatma: A Great Soul of 20<sup>th</sup> Century***

A Talk on ‘Interaction of Values: the Gandhi way’ by Dr. Seema Bose, Department of Philosophy, Dyal Singh College, University of Delhi was held. It was chaired by Prof. K. R. Sharma, former member, Managing Committee, Gandhi Bhawan. A talk on ‘Applying Gandhian Satyagraha Today: An Analysis of Gandhi’s Dandi March’ by Dr. Suman Khanna Aggarwal, Former Associate Professor of Philosophy, University of Delhi and President, Shanti Sahyog Centre for Peace & Conflict Resolution, New Delhi was also organized. The talk was chaired by Dr. K. K. Panda, former Registrar, University of Delhi and it was well attended by all. A one-month computer course was initiated for children in the month of April, 2016. The course comprised of basic learning and typing techniques on computers

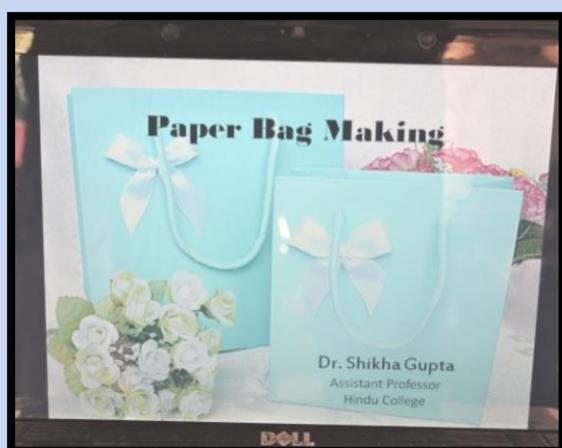


A documentary 'Mahatma – The Life of Gandhi' by Viththalbhai Jhaveri was screened in May, 2016 to apprise younger generation about Mahatma Gandhi and his ideology. Students, faculty and non-teaching staff of the University attended the screening. A workshop on 'Making of Paper Bags' by Dr. Shikha Gupta, Assistant Professor, Hindu College, University of Delhi was organized during the same month. Among others, kids and young children very enthusiastically participated in the workshop.

***Screening of Documentary 'Mahatma'***



***Workshop 'Making of Paper Bags'***



A bhajan sandhya was organized in May, 2016. Shri Ishwar Sharma sang Gandhi ji ke priye bhajan. Bhajan session was organized in which Shri Ishwar Sharma sang various Gandhiji ke priye bhajan. It was very well attended. The programme ended with a chorus bhajan.



***Bhajan Sandhya with Shri Ishwar Sharma***



***Workshop on Pompom making & Pledge taken by the participants***

Gandhi Bhawan organized various activities under the auspices of the ‘Yoga Fest’ during April and May 2016. The following events were organized:

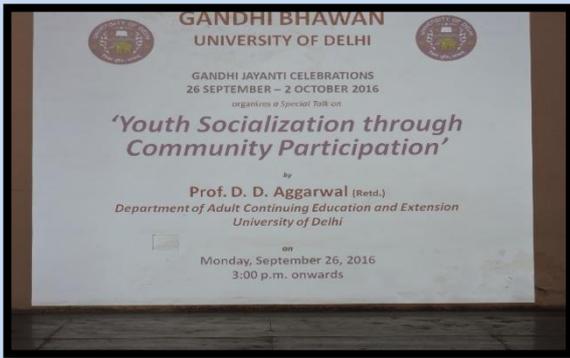
- (i) On 1<sup>st</sup> April 2016, a Yoga and Meditation Training Program was initiated for the kids/youth and University fraternity at large. The training will continue till 20<sup>th</sup> June 2016. All of them will participate in World Yoga Day on 21<sup>st</sup> June 2016.
- (ii) Keeping in view the parameters of Yoga Fest i.e. cultural programmes on Yoga and innovative steps/ measures, a day-long event was organized on 18<sup>th</sup> May 2016 comprising of Yoga asanas, Khaddi prakshalan, Charkha prakshalan and Bhajan session



**YOUTH SOCIALIZATION THROUGH COMMUNITY PARTICIPATION:**



**BEST PRACTICE - II**



**BEST PRACTICE - II**

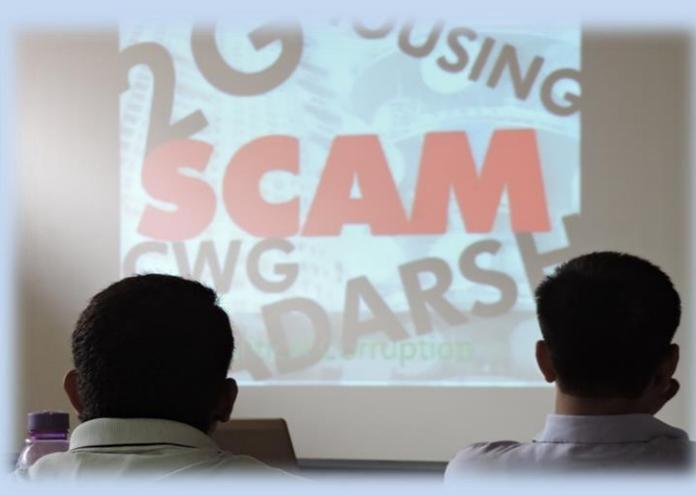




Gandhi Bhawan observed the Vigilance Awareness Week from 31 October – 5 November 2016 with great zeal and enthusiasm. At the onset of the Programme, on 31<sup>st</sup> October 2016, Prof. Anita Sharma, Director (Hony.), Gandhi Bhawan along with other staff members took pledge.

On 2<sup>nd</sup> November a short film on 'Indian against Corruption' was screened. Students, faculty and staff watched the film.

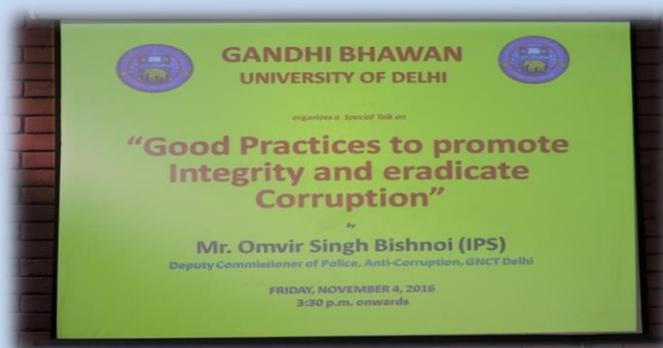




On 3<sup>rd</sup> November, pamphlets were distributed by a group of Gandhi Bhawan volunteers to general public to spread awareness to curb corruption from the society.



On 4<sup>th</sup> November, 2016 November, a Special Talk on ‘Good Practices to promote Integrity and eradicate Corruption’ by Shri Omvir Singh Bishnoi (IPS), Deputy Commissioner of Police, Anti Corruption Branch, GNCT Delhi was organized.





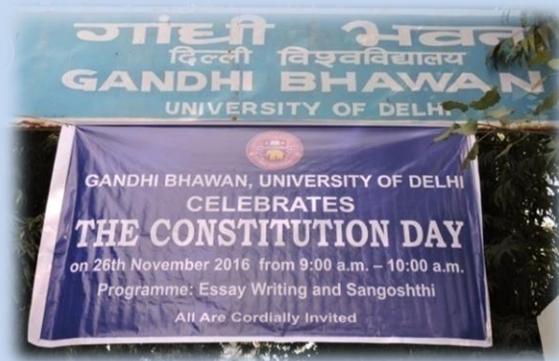
To observe the National Education Day, a documentary 'Life of Maulana Abul Kalam Azad' by Films Division, was screened.

In November, 2016, Prof. Madan Mohan Chaturvedi, Chairperson along with the Members, Managing Committee, Gandhi Bhawan planted saplings in the premises of Gandhi Bhawan.





Gandhi Bhawan also organized various events to celebrate The Constitution Day. At the onset of the programme Prof. Anita Sharma, Director (Hony.), Gandhi Bhawan along with the participants discussed the Preamble, fundamental Rights and Duties of an Indian Citizen under the Constitution of India in a *sangoshthi*. Senior faculty members shared their experiences of those times when they were still students. It motivated young students a lot and they had a long interactive session of questions and answers. An Essay Writing (bilingual) on ‘The Provision of Fundamental Rights/ Duties in Indian Constitution’ was organized in which participants submitted their entries. At the end of the programme, National Anthem – *Jan Gan Man*..... was sung by all present. Banners/ posters were put up at the main gate and other places depicting all the programmes. The programme was celebrated in true spirit and reminded all students and teachers about their Duties as enshrined in the Constitution.



In November 2016, a Special Talk on ‘Gandhi aur Ahimsa ke vicharon ki aaj ke yug mein prasangikta’ was delivered by Dr. Chanda, Department of Hindi, Miranda House, University of Delhi. In December, 2016, a book reading session was organized in which excerpts from the biography of Mahatma Gandhi ‘My Experiments with Truth’ were taken up. After the session, question and answer session was took place.

In the same month, a Charkha Katai Pratiyogita was organized in which students very enthusiastically took part. A Special Talk on ‘Disaster Preparedness: Knowledge for Survivability’ by Dr. Jagbir Singh, Department of Geography, Swami Shraddhananda

College, University of Delhi and President, National Task Force for Disaster Management was organized. Additionally, a visit to Harijan Sevak Sangh, Kingsway Camp, Delhi founded by Mahatma Gandhi in 1932 was paid by the students to know more about the life of Mahatma Gandhi.

***Visit to Harijan Sevak Sangh, Kingsway Camp, Delhi***



In the month of December, 2016, the H.E. Luo Zhaohui, Ambassador Extraordinary and

Plenipotentiary of the People's Republic of China to the Republic of India visited Gandhi Bhawan and showed his keen interest in Charkha,

Khaddi and Yoga. He also tried his hands on Charkha spinning.



X-mas was also celebrated with children.



Apart from above-mentioned programmes/ events, Gandhi Bhawan also spread awareness about its regular programmes viz. Yoga and Meditation, Certificate Course in Charkha Spinning, Khaddi prakshalan, etc. through flyers, banners and the digital medium. On 28 December 2016 Dr. Ratna Ghosh, C.M., O.Q., Ph.D., F.R.S.C., Jamer Mc. Gill Professor and W.C. Mc. Donalds Professor of Education, Mc. Gill University, Faculty of Education, Montreal, Canada paid visit to Gandhi Bhawan.



On 3 January 2017, an interactive session on Travelling was organized in which Anil Kumar, Deepak Kumar and Rishwa Mathur presented radio and video clippings on travelling based on their visit to China in December 2016. On 4 January 2017, a group of U.S. University students visited Gandhi Bhawan to enhance their knowledge about Mahatma Gandhi, Charkha and Khaddi. The visit was initiated by Dr. Mallika Kumar, Associate Professor and Coordinator, International programmes, Shri Ram College of Commerce, University of Delhi.

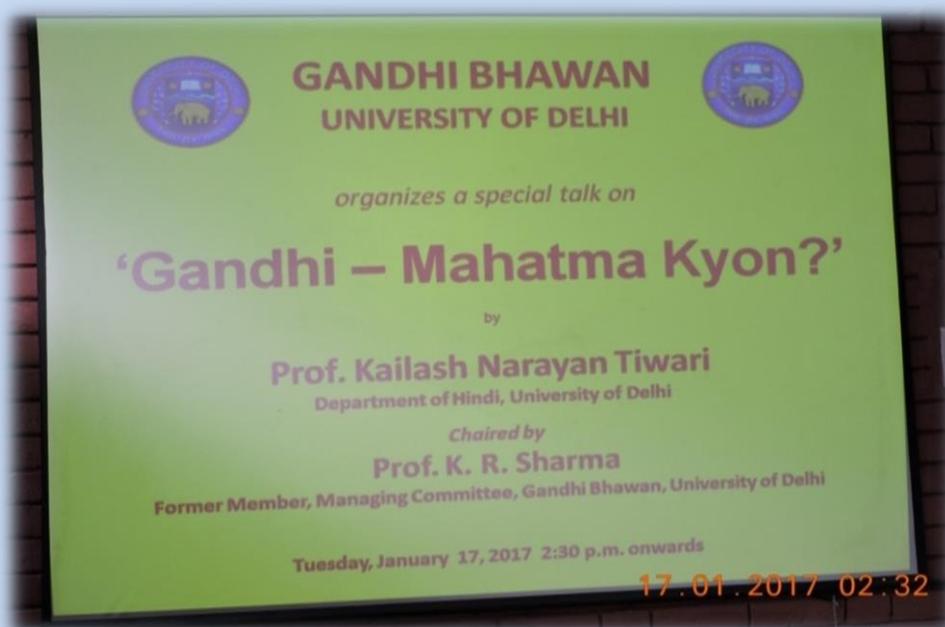
***Dr. Ratna Ghosh with Prof. Anita Sharma, Director, Gandhi Bhawan***

***U.S. Varsity students with Prof. Anita Sharma and learning Charkha***

On 5th and 6th January 2017, a donation camp of usable clothes and books was set-up at



Gandhi Bhawan. Later on, the collected stuff from various sources was sent to Missionaries of Charity, Majnu ka Tila, Delhi – 54 for further distribution to the people in need. On 6th January 2017, a Special Talk on ‘Wonders of Nature’ by Er. Sudhir Sharma was organized. On 12th January 2017, a Special Talk on ‘Gandhi, Hind Swaraj and Constructive Programme’ by Dr. Ravi P. Bhatia, former member, Managing Committee, Gandhi Bhawan was organized to mark 100 years of the Champaran movement. On 17th January 2017, a Special Talk on ‘Gandhi – Mahatma Kyon?’ by Prof. Kailash Narayan Tiwari, Department of Hindi, University of Delhi was organized.

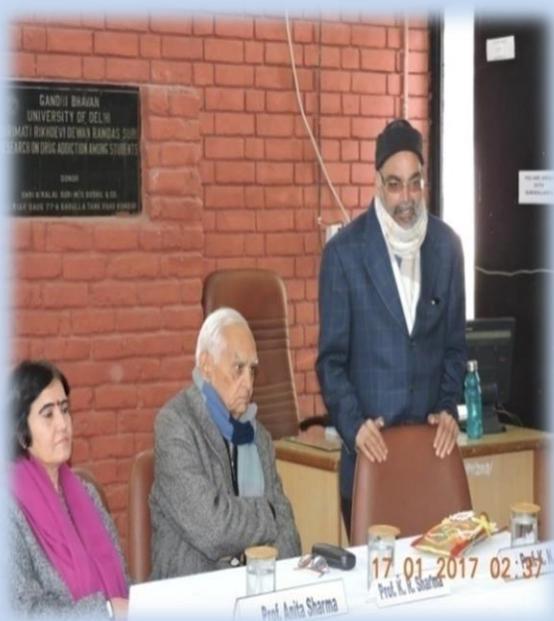
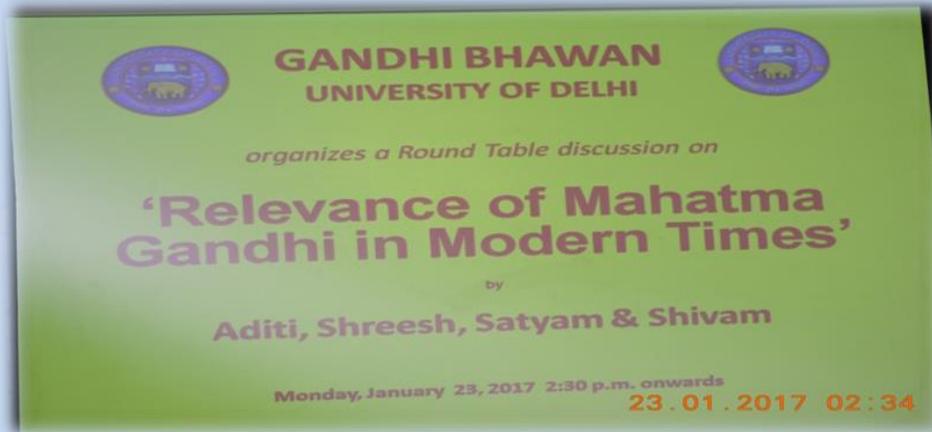


***Dr. Ravi P. Bhatia delivering the Special Talk Prof. Anita Sharma, Prof. K. R. Sharma, Prof. K. N. Tiwari and audience during Talk***

## BEST PRACTICE - II

On 23rd January, 2017, a Round Table discussion was organized by the participants who visited Wardha, Maharashtra. Through their presentation, they discussed various issues related to their visit among students.

### *Round Table discussion on 'Relevance of Mahatma Gandhi in Modern Times'*



## ***BEST PRACTICE - II***

On 30th January 2017, Martyrs' Day was commemorated in which sarva dharma prarthana sabha was organized. On this occasion, students of Delhi University Social Center School, Maurice Nagar, CIE Basic Experimental School and Harijan Sevak Sangh, Kingsway Camp, Delhi performed prayer, bhajan to pay homage to Mahatma. A musical tribute to Mahatma was also organized. Hon'ble Vice Chancellor Prof. Yogesh Tyagi delivered the message of peace to audience.



***Observance of Martyrs' Day on 30th January 2017***

In February 2017, a group of students of Netherlands University visited Gandhi Bhawan to know more about Mahatma Gandhi, Charkha and Khaddi. The students also tried their hands at Charkha and Khaddi weaving.

***Students participating in Charkha Spinning and Khaddi Prakshalan***

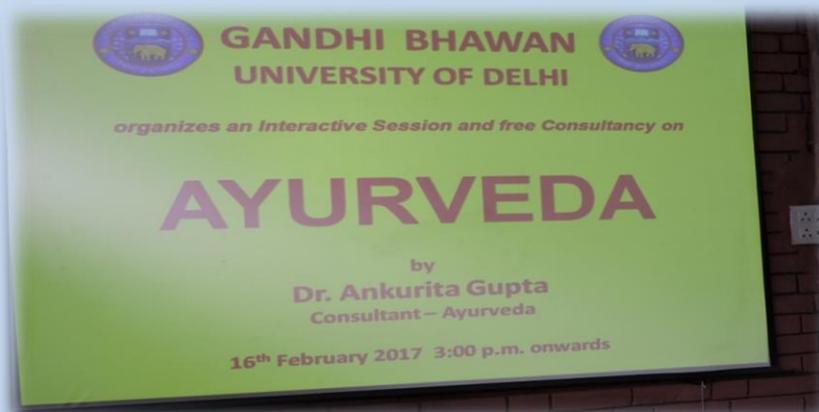
On 3rd February 2017, a group of students from Institute of Gandhian Studies, Wardha, Maharashtra visited Gandhi Bhawan. An interactive session of the visiting students with Delhi University students was organized. The group was accompanied by Dr. Siby K. Joseph, Dean, Institute of Gandhian Studies, Wardha, Maharashtra. On 8<sup>th</sup> February 2017, a group of students of St. Stephens' College, University of Delhi visited Gandhi Bhawan. Among others, students very enthusiastically participated in Charkha spinning class and Khaddi. A documentary on Mahatma Gandhi was also screened.





***Visit by the students of St. Stephen's College, University of Delhi***

On 16<sup>th</sup> February 2017, an interactive session on 'Ayurveda Lifestyle' by Dr. Ankurita Gupta, Ayurveda Consultant, was organized. People from different walks of life participated in the programme, discussed and consulted the doctor.





***Interactive Session on ‘Ayurveda’ by Dr. Ankurita Gupta***

On 21<sup>st</sup> February 2017, a book reading session on ‘Hind Swaraj’ was held. Students read and discussed Hind Swaraj, especially one chapter on ‘Shiksha – education.’



***Book reading session in progress***

On 22<sup>nd</sup> February 2017, in collaboration with Non-collegiate Women’s Education Board, University of Delhi organized street play and play – *Andher Nagri and Chaupat Raja*. A total of number of six centers (colleges) of NCWEB – Satyawati College, Bharati College, Janki Devi Memorial College, Hansraj College, Sri Guru Gobing Singh College of Commerce and Vivekananda Mahila College participated in it.



## BEST PRACTICE - II

On 23 February 2017, a workshop on 'Gandhi in his times and ours' was organized. Students shared their views on political, social and personal life of Mahatma Gandhi.



On 18 February 2017, a group of students from Gandhi Bhawan visited Rail Museum, New Delhi. During the visit, students were keen to discuss and gain knowledge about the relationship between Mahatma Gandhi and Rail.



On 7 March 2017, a workshop on Yoga was organized. Yogacharya Gopal Krishan, founder, Anand Yoga Amrit, New Delhi and Shri Vinay Bharti, faculty, Morarji Desai National



Institute of Yoga (MDNIY), New Delhi were the resource persons. The students of MDNIY demonstrated yogic kriyas under the guidance of Shri Vinay Bharti. Shri Gopal Krishan on the other hand demonstrated breathing exercises and postures to the audience.

On 10th March 2017, a special talk on ‘Chinese perceptions on Mahatma Gandhi: A historical review’ by Prof. Huang Yinghong, School of International Relations, Sun Yat-sen, University, Guangzhou, PRC was organized. After the Talk, question and answer session was held. On 21st March 2017, a special talk on ‘Life profile of Mahatma Gandhi’ by Dr. Siyaram Mishra Haldhar, Department of Buddhist Studies, University of Delhi was organized. On 28th March 2017, screening of the documentary ‘Mahatma Gandhi: The 20<sup>th</sup> Century Prophet’ by A. K. Chettiar, courtesy: National Gandhi Museum, New Delhi, was organized.

Computer Training: Gandhi Bhawan is also imparting training of Computers to various students. The classes are being run everyday in two batches from 11:00 a.m. – 1:00 p.m. and again from 3:00 p.m. – 5:00 p.m. Students are being trained in Hindi and English typing skills.

### ***Special Yoga Class for library users and staff***

- Certificate Course in Charkha Spinning and Training: The classes are being held on every Wednesday from 10:00 a.m. – 5:00 p.m. Duration is 24 hours/ three months.
- Certificate Course in Khaddi Prakshalan: The classes are being held on every Wednesday from 10:00 a.m. – 5:00 p.m. Duration is 50 hours/ six months.

- Legal Aid Clinic: Every Friday from 3:00 p.m. – 5:00 p.m. This clinic is being run in collaboration with Delhi State Legal Services Authority (DSLISA), Patiala House, New Delhi. A lawyer has been appointed by DSLISA for free consultation.
- Yoga & Meditation Classes: Monday – Friday: 6:30 a.m. – 9:30 a.m. & 1:00 p.m. – 2:00 p.m. Meditation: 4:30 p.m. – 5:30 p.m. On Saturday: 6:30 a.m. – 9:30 a.m.
- Discourse on Gita: Gita Discourse is being held every Sunday from 10:00 a.m. – 11:00 a.m. Swami Shantiswaroopananda ji Maharaj of Ramakrishna Mission, New Delhi is the resource person for this activity.
- Gandhi Study Circle: Apart from above-mentioned activities/ programmes, various colleges under the aegis of Gandhi Study Circle have also conducted various action-oriented programmes/ events at their colleges to imbibe Gandhian values among students/ youth. These colleges have been given a part-financial aid amounting to Rs. 10,000/- each by Gandhi Bhawan to conduct the programmes. The Gandhi Bhawan organises vibrant forums for yoga, meditation and Gandhian action. The University is also an active participant in Swatchta Abhiyan initiatives, both within the Campus and in communities.

#### **IV. NON- COLLEGIATE WOMEN'S EDUCATION BOARD (NCWEB)**

The NCWEB was started in 1943 by an act of Parliament to enable young women of Delhi NCT, who could not join regular college for various reasons. The programme was intended to enable them to attend classes during Saturdays/Sundays and academic breaks to obtain undergraduate and postgraduate degrees from the University of Delhi.



Since then, NCWEB has emerged as an important academic option for female students and is a huge step towards empowerment of women through education. In this regard, the University of Delhi considers this as a very important initiative of community and social outreach. Around 50% of NCWEB students come from marginalized backgrounds, who are first generation learners. By reaching out to women and especially women from vulnerable constituencies, the NCWEB represents a very significant endeavor of the University's resolve to connect with the critical social realities.

In the 2016-2017 session, 12 new centres were opened, thereby increasing 6000 seats for young girls, and this constitutes a very important step in the direction of women's empowerment through education. In the 2017-2018 session, one more centre was added to the long list, with a further increase of 500 seats.

With this increase in number of centres, NCWEB now has its UG teaching centres in 26 colleges and 1 PG centre (with classes in 8 different disciplines) in the Tutorial Building, Arts Faculty, North Campus. It has a huge outreach by way of having approximately 25,000 women students under its ambit.

The NCWEB also allows students an element of flexibility to complete their education. The UG students are permitted to finish their three year B.A./B.Com. degree course within 5 years

of taking admission, i.e. in a span period of 5 years. This facilitates women faced with difficult circumstances/ or working women to complete their education with some ease.

The NCWEB is also a unique system with lectures on Sundays which leaves students with six working days to follow their dreams. In this neo-age of 100% cut-offs class room crunch, and gender discrimination, the NCWEB is a welcome arrangement and the most satisfactory way to attain a degree from the University of Delhi.

Besides the opportunity to derive education, the NCWEB also facilitates a financial aid of Rs 3000 per student, given once a year to 1000 students on the basis of merit cum means. The free book bank facility, under which a student can take upto 4 books of her choice from the book bank for the entire duration of the year is also a boon for the students. The bus pass facility is provided to all students, wherein they can travel on the DTC buses at concessional rates. This facility is especially useful for students travelling from long distances to reach their colleges.



The programme also recognises the need to empower women through making them resilient to face issues of lack of safety and security. Every year, during the month of March, a weeklong course of self-defense is provided free of cost by the Delhi Police to willing students of every centre, which includes tips for the personal safety of women. Various cultural and extracurricular activities impart an opportunity to students to showcase their talents and helps in their personality development.

The University also provides special coaching for students who are weak in any given subject by senior students on one-to-one basis. For students weak in English, ELPC courses are arranged to enhance their employability. Students are also encouraged to take part in skill development courses organized in collaboration with NSDC which are job placement linked. Regular placement drives are organized in board office to make students financially independent.

There is a two way communication between the programme functionaries and the families. The contact numbers of Director, teachers-in-charge and the teachers are shared with parents for the all round wellbeing of students. In case of continuous leave of absence by student, parents are called for a meeting to counsel them to send their daughter for classroom studies.



The NCWEB students are now becoming more and more employable with excellent standards of education, regular classes and the initiatives of the University as have been mentioned above. A major advantage of the Non-Collegiate programme of teaching is its low cost and optimal utilisation of the existing infrastructure of educational institutions

In the direction of achieving a new horizon in the realm of women's education, the NCWEB is taking small, but confident steps to reach its goal of empowering women. It envisions providing holistic development and achieving social change by enlightening the minds of women through academic and skill training inputs in order to enhance their self confidence, sense of significance and above all, their employability. This contributes to the emergence of an egalitarian society.



## **V. THE EQUAL OPPORTUNITY CELL: A UNIQUE INITIATIVE TO EMPOWER THE MOST MARGINALISED**

It was observed that while students from certain sections of society required only affirmative action in terms of legislative policies, students with disabilities, in addition to such affirmative action, also require to be supported through needs based services, technology and various accessibility provisions. It was to provide this critical support to such students whose intake in the University and the colleges has been steadily increasing over the years that the Equal Opportunity Cell of the University was set up in the year 2006.

It may be noted that the University and its colleges have approximately two thousand students with disabilities at a given time, a number, which is perhaps the highest in the world in any University and its colleges. This number includes both regular and distance learning students. It may further be noted that disability consists of its own diversity in the form of various sub categories such as blindness, orthopedic impairment and hearing impairment each requiring different and specific kind of support. In this context the success and significance of EOC, as a single window Centre becomes all the more noteworthy and critical.

### **Activities and Strategies**

**Individualized Human Support:** EOC has around twenty volunteers who spend around four hours every day to attend to the specific needs of students with disabilities. The services provided by them include reading books and materials to visually impaired students, helping them write their assignments, acting as scribes in the examinations and helping students with disabilities in activities such as library research. Support in applying for various jobs is also provided. Nearly seventy five to one hundred students are helped through such services almost every day.

**Support during Admissions:** The EOC runs special support services during admissions to help students with disabilities in various ways. These include counseling, helping students to fill up the forms, interacting with colleges and departments to ensure that the policy of reservation for students with disabilities is strictly implemented and to help resolve to the possible extent any other difficulty of the students.

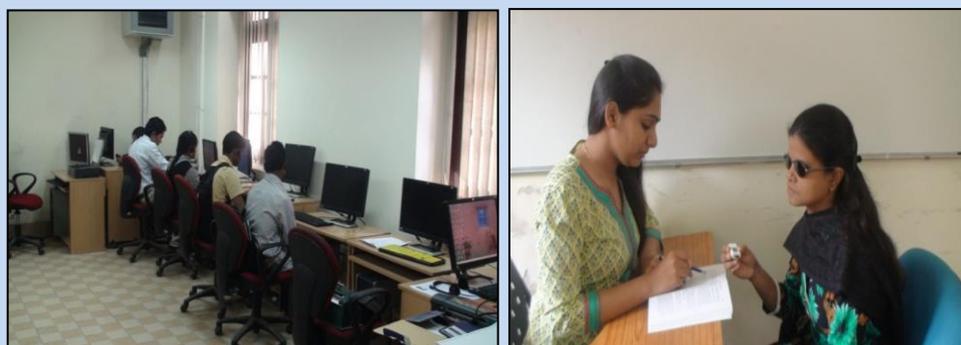
Such intensive support to students during admissions and in other ways, has resulted in a significant increase in the number of students with disabilities taking admission. To illustrate, as per available information the number of students taking admission in the academic year 2012-13 in the first year of various undergraduate courses was 545 whereas in the academic year 2016-17 it rose to 745 which marks an increase of around 35 percent. Similarly as per available information, the intake of students with disabilities in various University departments during the academic year 2012-13 was 144 which has risen to 229 in the academic year 2016-17 marking an increase of more than 50 percent.

**Limited Transport Facility:** The EOC has three vehicles which are used to bring students with disabilities from their nearby hostels to the campus and nearby colleges. Nearly one hundred students make use of this facility on most days of the month.



**Technology:** Realizing the importance of technology in the lives of persons with disabilities, the EOC has undertaken a number of initiatives to empower such persons through technology.

**A state of the art Computer Lab:** A computer lab with fifteen computers having accessible screen reading and other softwares has been provided for use by students with disabilities, particularly the visually impaired. Students can do their assignments, access internet and also read books and materials on these computers. Around 50-70 students use this computer lab every day.



**Distribution of laptops:** In the year 2013 around 1300 laptops were distributed to students with disabilities of the University and its colleges. These were state of the art machines having the required softwares to make such computers accessible. These laptops are still being used by students in various colleges and departments.

**Ensuring independence through technology:** With a view to make the visually impaired students and staff independent in reading books without taking the help of any human reader, sixty five advanced camera scanners with accessible book reading software were provided to various colleges and departments of the University and also installed at EOC. The purpose of providing this technology to various colleges and departments was to make their libraries



print accessible. With the help of these camera scanners and reading softwares, a visually impaired student/teacher can read any hard copy print book/document in English on his/her own without taking any human help. These materials can also be saved in formats such word, pdf, image, mp3 etc. Such machines will soon be provided to various libraries of the University also.

**Technology in hand:** Smart phones have offered solutions to a number of accessibility problems of the visually impaired. That is why these are being provided by the Government of India under its ADIP scheme. The EOC has tied up with the National Institute for the Visually Handicapped, Government of India to provide these smart phones, which can be used for various activities including reading and writing, to the visually impaired students of the University. Around 200 such smart phones and smart canes have been provided in March, 2017 by the Equal Opportunity Cell.

**Short Term Courses:** Realizing the need to develop various skills for the all-round empowerment of students with disabilities, the EOC runs a number of short term certificate courses such as: Sign language interpretation, English communication and Computer skills. Around 946 SC, ST, OBC and PwD students have benefitted from these courses during last five years. Also, the enrolment of students in these courses has gone up by more than thirty percent from 2012 to 2017.



**Accessibility:** Around 80 buildings of the University have been made accessible by constructing ramps and accessible toilets. Also, lifts have been provided in a number of buildings. There are state of the art facilities available to create materials in accessible formats for the visually impaired. These include a high speed braille embosser and three recording studios.



**Financial Support:** The EOC helps students with disabilities to obtain financial support from the Vice Chancellor's fund and when possible, through other sources. Realizing that financial support is most important to pursue studies, the fees of students with disabilities studying in the university and its colleges have been waived off as per laid down procedure to give more and more opportunities to such persons.

**Accommodation:** In its continued endeavour to encourage and facilitate students with disabilities five percent seats have been reserved for students with disabilities in the hostels of the university and its colleges.

**Legislative Policies:** The University is committed to ensure equal opportunities for all its students and the EOC has constantly endeavored to work towards this end. One important step in this direction has been the implementation of all government policies and schemes for the marginalized students. The reservation policies of the Government of India, notified from time to time, are implemented by the University in letter and spirit with the EOC playing an important part towards this end. All attempts are made to ensure that seats earmarked as reserved for various segments, are filled.

**Sports and Culture:** The EOC organizes an Annual Inter College sports meet for students with disabilities in which various field and track events are conducted. Nearly three hundred students take part in these events every year. Also, such students are encouraged to take part in various mainstream cultural events in an inclusive manner.



**Educational Tours:** The EOC has made special efforts to provide a holistic experience to students with disabilities through a number of international educational visits. Whereas at the national level, such students have been part of the Gyanodaya educational tours of the University, specific international visits have been organized to provide an exclusive exposure to some of those students with disabilities who have done very well for themselves in academics. As many as five such international visits abroad have been organized so far for such students. These have been to King’s College, London (2013), University of Edinburgh (2013), University of Korea (2014), King’s College, London (2016) and to National Autonomous University of Mexico (UNAM) (2017). Around 50 students and staff of the University have benefitted from these international visits and nearly an equal number through Gyanodaya educational trips.

### **Impact**

The impact of the University's efforts to ensure real inclusion for students with disabilities in all its programmes and activities, through EOC, is manifest in a number of ways. The number of students with disabilities seeking admission has increased significantly over last few years. Appropriate technology has been provided to most such students. Individualized support, when required, is available for them. Above all, such students feel a sense of well-being, security, independence and confidence – signs which are the hallmarks of success of any inclusive effort.



## **V. DEPARTMENTAL SOCIAL OUTREACH INITIATIVES**

The outreach programmes are the core of many other departments and centres of the University. A glimpse of the work undertaken by them is presented in the following section:

### **(1) Cluster Innovation Centre (CIC)**

Extension activities in the neighborhood community are part of curriculum of CIC as it focuses on project-based learning and to get the students understanding of the real life problems and their solutions. This teaching learning pedagogy helps to sensitize students to social issues and is integral to their holistic development. Some notable activities under various programs at CIC are as follows:

- i. Redressal of Grievances of Hearing-Impaired Women by the Police: This includes facilitation to organise police redressal of grievances regarding domestic violence and sexual harassment of hearing-impaired women. Efforts were also made to initiate training the police personnel in sign language in order to ensure a sensitive handling of issues/ concerns/ grievances of the vulnerable and marginalised sections of the population.
- ii. The Problem of Sanitation and Hygiene in Azadpur Vegetable Mandi-Looking for Resolutions: This entailed improving the hygiene and sanitation issues at Azadpur Mandi, thereby creating healthy environs for those working at the Mandi and for the visitors from outside.
- iii. Water Crisis at Kusumpur Pahari: Looking for Resolutions: This intended to address and seek solutions for the acute water crisis at the Kusumpur Pahari slum with peoples' participation.
- iv. Creation of a Script on the Visually Challenged DU Girls living in Burari Hostel: With the aim of spreading awareness and sensitization on the issues and difficulties faced by visually-impaired women in their journey to the hostel and the colleges, their experiences and sites for intervention were showcased through the creation of a film script.

- v. Resolution of Traffic Related Problems: As part of DU Innovation Projects, between 2012 and 2015, students addressed various issues related to traffic, parking, provision of public transport for villages on the outskirts of Delhi, village rejuvenation programmes and efforts for improving life in night shelters etc.
- vi. Modeling Metro Feeder Bus Service in University of Delhi, North Campus to optimize feasibility and financial viability.
- vii. Research to understand the impact of FDI in multi-brand retail on local kirana shops.
- viii. Improving the Current System of Junk Management and Recycling
- ix. Building Basic Mathematical Kit for Visually Impaired Learners
- x. Developing Locally Relevant Mathematics for Children in Rural Settings
- xi. Shaping Potentials in Mathematics among Muslim school girls
- xii. Popularizing Mathematics among masses through Community Radio Programmes of DU & JMI.

## **(2) Law Faculty**

**Law Centre I:** The Department actively nurtures its students by providing them with an opportunity to work with the civil society, through community outreach programme. Students actively involve themselves in interacting with the residents of the civil society; they note their legal issues/problems, workout their problems and provide them with prompt and specific solutions.

Further, students' visit to jail and other social institution like children homes help them sensitize about the socio legal issues. With such participation, students' develop the sense of responsibility, culture to work in cooperation and coordination with other students, leadership and good communication skills. During last five years, students have actively involved themselves in the participation of community outreach programme as a part of imparting legal services to the poor and downtrodden in collaboration with various statutory authorities such as Delhi State Legal Services Authority, District Legal Services Authority.

In last five years students have participated in around 30-35 outreaches programmes, further, the department through its Centre has Legal Services Clinic, where students actively work with panel lawyers in providing legal assistance to the poor and downtrodden.

**Law Centre II:** The Centre also amalgamates social outreach and extension work as part of its ethos of learning and practice in the domain of law. Some illustrations of its outreach include:

- i. An ongoing series of legal camps are organised at various sites to educate and update the common citizens about legal provisions. Among these, a Legal Aid Camp was successfully organized on 31st October 2016 by the Para Legal Volunteers (PLVs) in

association with other students of Law Centre-II at Burari, under the patronage of Delhi State Legal Service Authorities. Another Legal Aid Camp was successfully organized by the Para Legal Volunteers of Law Centre-II in association with other students of Law Centre-II at Lado Sarai (near Mehrauli) on 6 November 2016. Further, another Legal Aid Camp was successfully organized by our PLVs in association with other students of Law Centre-II on 19 February 2017 at Zakir Nagar (near Mehrauli), under the patronage of South East DLSA.

- ii. A “Two Days Door to Door Mass Campaign” was organized at the instance of Delhi State Legal Service Authorities, in collaboration with Legal Aid Society, Law Centre-II on 2 -3 November 2016, in North East District in which students of Law Centre –II participated in various awareness activities at Bhajanpura and Nukkad Nataks (street plays) were organized by the students at Gokulpuri.
- iii. The Para Legal Volunteers Training Programme was organized by DSLSA in collaboration with Legal Aid Society, Law Centre-II for students of the Law Centre-II on 15-16 November 2016 at New Building in the North Campus of Delhi University, in which 173 students participated and successfully completed the same.
- iv. The Delhi State Legal Service Authority with support of Para Legal Volunteers of Legal Aid Society, Law Centre-II organized visit of 50 PLVs/students from Law Centre-II to Central Jail no. 1, 3 & 7, which enlightened them about a very important aspect of Criminal Law on 03 March 2017.
- v. The Legal Aid Society of Law Centre-II organized a Legal Awareness Drive and used a Nukkad Natak performance for the same at Sarojini Nagar Market on 15 th March 2017.
- vi. An Essay Competition was organized at the instance of Legal Services Clinic of Law Centre-II on the topic ‘Effect of Demonetization on Indian Economy’ on 01 February 2017.
- vii. A Digital India Campaign at Gopalpur and Princess Park was organized to foster the campaign by our Government for cashless transactions after demonetization, so as to curb generation of black money in the Indian economy. The PLVs/ students were not far behind and, consequently, as a part of Digital India drive by Legal Services Clinic of the Law Centre-II, on 7-8 February 2017, they approached different shopkeepers, residents and persons belonging to different work categories for the purpose of apprising them about the importance of cashless transactions and mode of conducting the same.
- viii. Regular opportunities are utilised by students to visit Tihar Prison, Juvenile Correction Homes and also other places of socio legal relevance independently and also with the help of NGOs in order to reach out to the needs of the incarcerated prisoners and their families. This is a significant engagement to reach out to this clientele group that is often marginalised and disempowered.

- ix. A National Conference was organized on “Role of Women in Nation Building” by the Centre on 09th March, 2016 with significant possibilities for integration in practical life.
- x. Students also involve themselves in Nukkad Nataks to impart legal awareness to people from time to time.

### **(3) Psychology**

- i. There is an Internship Programme for Students of the M.A. Psychology and Applied Psychology, where students are required to work and gain hands on experience in their respective areas of interest. Students go to the community, in hospitals, non-governmental organizations, as well as corporate organizations and organizations as Defense Institute of Psychological Research for internships. The faculty-students teams also take up projects in their practicums, and extension services are undertaken.
- ii. The Department organizes field trips every year to provide the students with some exposure to community living or other social issues for outdoor training and acquainting students with social/cultural aspects of human living and relationships. For instance an educational trip to Tilonia , Rajasthan was organized to help students appreciate and understand how skills building and other initiatives are undertaken in rural areas and the resource or social challenges that are faced in the issue of development. Both the Psychology and Applied Psychology Department organize such field visits.

Forty students of South campus (M.A. Applied Psychology) went for an Educational trip to Chandigarh, India. The trip was organized from 21st January to 23rd January, 2016, for workshop on Leadership and Team Development.

### **(4) Education**

- i. The Department carries extension activities in the neighbouring community to sensitise students towards social issues. Their holistic development is aimed through community work which was an integral part of the one year B.Ed programme (till 2014-15). Students were given an opportunity to work in NGOs, schools, and related spaces to understand teaching-learning process in varied contexts. Through such activities, students understood the real field challenges.
- ii. In the current two year B.Ed programme, various activities and field visits help student understand spaces beyond the four-walled classrooms. On one such visit last year, students went to National Institute of Visually Handicapped (NIVH) as an extension study for the course on Inclusive School. They spent time with the pupil there, held intense group discussions and prepared a detained reflective report on the challenges and subsequent methods to deal with challenge in the classroom. In

another visit, students were taken to Crafts Museum where they interacted with local craftsmen and got a peep into their social, economic and political life.

- iii. Under various curricular and elective courses, students prepare projects, films, perform street plays on community issues to respond to their social concerns. As an integral part of the teacher education programme, students go to schools and teach a particular subject while at the same time engage with various community level activities nearby.
- iv. As a Department, CIE encourages research at various levels, including projects in B.Ed, M.Ed; Dissertation in M.Ed, M.Phil; and thesis at Ph.D level. These researches, by their very nature, explore the educational and social dynamics of the world around and the result provides crucial insights into the society we live in. As a tradition, the researchers, scholars, and teachers have been part of various policy discussions and provide thick ethnographic data for informed policy making.
- v. Besides this, the practicum component of several of the M.Ed and M.Phil courses also leads itself to sensitization of students to social issues and holistic development. Some of these courses include Sociology of Education; Psychology, Learning and Cognition: A Foundational Perspective; Teaching and Teacher Education : An Interdisciplinary Perspective; Education and Society in south Asia and Marginalisation, Schooling and Education. A special feature of the practicum is that it is well integrated within the theory rather than being presented as an add-on component. The activities that the practicum entails include working with and studying the community.

### **(5) Operations Research**

The Department believes that the discovery of knowledge is futile without a realization of it. What good are models and theorems if not materialized? The Department of Operational Research understand tries to ensure a holistic development of the operational researchers in-the-making by organizing and participating in a wide range of scholarly activities beyond syllabus. The students of the Department are actively involved in the organization of special programs on nationally important Independence Day and Republic Day conveying the message of national integration and solidarity. Teacher's Day, Ethnic Day, important Indian festivals are also celebrated to spread the message of peace and harmony.

- i. AURORA (Acknowledgement of the Universal Rendezvous of Operational Research and its Applications) is the Annual Academic Festival of the Department. Designed to celebrate, spread and expand the tool that is Operational Research, the festival is a flurry of activity ranging from Guest Lectures by eminent scholars and professionals to student-centric events like Quizzes, Problem solving, Presentation of Case Studies, Periodic question-answer sessions during the classroom teaching, etc.
- ii. Industrial Visit: Every year, the Department organizes a week-long Industrial Visit to a cluster of towns/villages of the country. These trips are aimed at providing the

students a firsthand experience of industrial processes and functioning in order to acquaint them with a practical knowledge of the subject and help convert their classroom woes into cries of curiosity.

- iii. **Group Discussions:** The Department organizes periodic group discussions in which an array of topics such as latest developments in the corporate world, current affairs, abstract ideas etc. are put forward for discussion. These assist the students in not just preparing for their placement procedures but also for helping them overcome speech problems if any.
- iv. **Guest Lectures:** The Department also invites various guest lecturers for better understanding of the subjects. The tete-a-tete of the lecturers with the students gives both parties an opportunity to know the subjects deeper.
- v. **Workshops:** The Department is also actively involved in organizing workshops on the latest tools/concepts which are relevant and required to know by the students to get them better placed in the present market situations.
- vi. The faculty and the teachers actively participated in 'Rashtriya Swachata Day' and took the pledge to keep their department, surroundings, city and country clean.

#### **(6) Department of Adult, Continuing Education & Extension**

The Department regularly organizes extension activities for campus and non-campus community. Extension is an integral part of on-going Master's programme and the Research courses. Some extension activities are follows:

- i. PG students visit to HarijanBasti, Shiv mandirWazirabad and Women Educational Welfare Society.
- ii. Extension activities under International Literacy Week were organized during the year of from 04th - 8th Sept. 2015. (Schedule & report are enclosed)
- iii. Department celebrates World Environment Day every year on 5th June and organize plantation drive and awareness programme for campus and non-campus community.
- iv. Extension/Outreach activities among sex workers in G.B. road Delhi to improve quality of life.
- v. Regular organization of activities for aged and youth in the community.
  - a. Keep regular engagement with groups/agencies working for the people.
  - b. Society for Promotion of Youth & Masses (SPYM)
  - c. PRIA Foundation
  - d. Women Educational & Welfare Society (WEWS)
  - e. PRAYAS NGO
  - f. Bachpan Bachao Andolan (BBA)
  - g. Rastitiya Uchhatar Shiksha Abhiyaan (RUSA)

- h. Gram Niyoiian Kendra (GNC ), Ghaziabad
  - i. IGNOU, Gyan Darshan, Delhi
- vi. The Department regularly organizes seminars, workshops and conferences, student faculty exchange programme, special talks, special lectures, discussion forums, field-visit etc. Extension is the core activity of Department since its establishment. Extension activities are organized regularly. The main focused of these activities is to create awareness and skill inculcation/ upgradation.

### **(7) Faculty of Management Studies**

The activities in sensitizing to social service take a completely different avatar at FMS. The initiatives include:

- i. The MSA society - “Vihaan”, handles all the social service activities across the campus. Social service becomes something more close to the heart of the Department constituents as each student has the tools and the ability to bring about change in the society and environment. Whether it is giving implementable solutions by solving business cases for NGO's during induction event Abhiyaan, or helping children in Teach India and Big Friend Little Friend program, FMSites realize their potential and bring about change for the betterment of the society.
- ii. Vihaan has been fortunate to be associated with NGO's like Teach For India, Teach India, Rotary, Bhumi, Udayan Care, Rhythm of Life, ENACTUS, Jagruti, Datri and many more in areas like women empowerment, helping orphans, education, environment and health improvement.
- iii. Vihaan is successful because each student and faculty contributes by auctioning his or her skills at Silent Auction. Some of the items included in the silent auction are teaching PPT skills, hosting home parties, getting homemade cakes, having lunch with CEOs and having a coffee with the faculty. The money collected has been used to fulfill wishes of orphans at NGO Prayas and fund other activities of Vihaan.

### **(8) Environment Studies**

- i. To ensure the holistic development of the students, the Department undertakes the local visits to different ecosystems, industries and nearby societies to sensitize the students on the:(a) critical linkages between environment, economy and society; (b) scientifically sound and socially acceptable methods for sustainable development; (c) effect of ecosystem degradation and contamination on human health; (d) role of ecosystem restoration on biodiversity conservation and environmental health; and (e) issues related to environmental justice. Such student-teacher and student-society/industry interactions sensitize the students on the role of ecological approaches to ensure the economic development and social equity.

- ii. Both the post-graduate and research scholars are encouraged for undertaking dissertations on problems related to local problems having implications on nation development aiming to bridge the gap between rural-urban areas.

**(9) Business Economics**

- i. The Department has a Social Club, ROOTS initiated by MBA (BE) students that undertake activities and donation drives (e.g., donation of woollens in winters) aimed at raising social awareness among students.
- ii. The club conducted English Classes for the Office Attendants of the Department in 2015-16.
- iii. Field-visits, film shows etc. are regularly organized to create interest and foster sensitivity on social issues and developmental concerns among students.

**(10) Buddhist Studies**

The Department sensitizes students from time to time on the issues such as gender, environment and social harmony and encourages them to work on these in their own neighbourhoods.

**(11) Linguistics**

- i. Within the curricula of a few courses, students are routinely sent to study their own communities or collectively study a local community/neighbourhood.
- ii. The students of the Department get sensitized towards social issues as a few courses also focus on language-society interface. This helps them to reach out to society in their own unique ways, as students and later as professionals.
- iii. The students also become aware of local, national as well as global issues through linguistic diversity, language typology and relationship among languages, history of languages, and impact of various historical and on-going developments on language (s).
- iv. The Department members also talk about language disability, sign languages, speech and brain disorders, language and education, loss, language change. The outcomes can be felt and not presented in material form. The faculty is often called to contribute to such concerns.

**(12) Philosophy**

- i. The Department strictly follows University directions in these matters. The Swachh Bharat Abhiyan that was launched by the Government of India 4 years ago was also followed by the University and by the Department under the aegis of the University.

- ii. The students are often told to keep the campus clean and there is strict University policy against smoking on the Campus. There are signboards (in Hindi and English) relating to prohibition of smoking and fines related to it, loitering in the corridors and keeping silence, on not spitting, and on maintaining cleanliness. The faculty and staff of our Department ensure the application of cleanliness and no-smoking guidelines at all times.
- iii. The Department has also organized various movie screening programs that are followed by discussions with the students that contribute to sensitization of students to social issues.

### **(13) Financial Studies**

- i. The Department carries out a number of activities aimed at sensitizing the students to social issues for their holistic development.
- ii. It has organized Tree Plantation campaigns and has supported blood donation on the campus.
- iii. A unique feature of the Annual Convention of the Department is that there is a social partner. This social partner institution (normally an NGO) is given the opportunity to present before the students, the distinct domain in which they work and the social interventions that they engage with. This enables the students to broaden their perspectives and inspires them to extend themselves to grassroots based developmental work. It has also been organizing cultural events each year.

### **(14) Political Science**

- i. Both the Masters and Research students are actively engaged in various social and community projects, details of which are provided in the Departmental Report.
- ii. Students in the Department independently organize academic events including film screenings by inviting documentary film makers, panel discussions and workshops with activists and workers in governmental and non-governmental organizations. Many students who are actively engaged in field research acquire lasting life skills to engage, interact and work with people at the grassroots levels especially the vulnerable and marginalized sections.

### **(15) Sociology**

The research conducted by the faculty and students of the Department is always field based and has an intrinsic component of community outreach built into it.

### **(16) Department of Physics and Astrophysics**

The faculty is involved in a multitude of extension activities, some of which are as listed below:

- i. Participate and deliver talks in the DST-Inspire programme for school and college students conducted in different cities nationwide. They also deliver lectures in Refresher Courses for University Teachers as well as scientists of national laboratories.
- ii. Regularly delivers talks in colleges, taking special care to target the career aspirations of undergraduate students. This involvement provides the young students a good exposure to the varied research activities both within and outside the university, and enables students to make a judgement of their individual research interest.
- iii. The department has actively participated in the university event, Antardhwani. Its contribution to Good Practices was recognized by the university for the three consecutive years that the event was held. In this event, the members communicated popular science through exciting channels of magic, experimental demonstrations, and online quizzes.
- iv. An awareness programme for PhD/post-doc opportunities in Germany was conducted in collaboration with DAAD, where students from other institutions were also invited to participate.
- v. Serve as members of the Academic Committee of the International Physics Olympiad, and involved in the group for planning and setting up the experiments; led the Indian delegation of physics students at the International Physics Olympiad held in Mumbai, India, during July 2015. They also hold positions of Office bearers of Indian Physics Association
- vi. Deliver public lectures at India International Centre (IIC) on networks whose webcast is publicly available on the IIC site.
- vii. Organise Science Day celebrations wherein students from neighbouring government schools invited for interactions/open-day exhibition/hands-on experiments. Also Academic Committee of the International Astronomy & Astrophysics Olympiad was held at NISER, Bhubaneswar, during November 2016.

**(17) ACSR**

- i. Each year eminent personalities are invited to give a talk on the life and teachings of Babasaheb Dr. Bhim Rao Ambedkar.
- ii. Invite school children to orient them to ACSR and its scope of work. M.Sc Biotechnology students from Mysore University were also given a guided tour of ACSR during their education tour.
- iii. The Department strives to create awareness and sensitisation on the life and work of national leaders. In this context, in the year 2012, Prof. N Sukumar from the Department of Political Science University of Delhi gave a talk on the life and works

of Dr B R Ambedkar. In 2014 and 2015, Prof. Manoj Jha from the Department of Social Work, University of Delhi gave a talk on Dr. B.R Ambedkar.

**(18) Arabic**

The Department encourages its students/research scholars to be active in literary field. Many of them attend the literary activities organized by different literary organizations. For example students participated in the programs organized by NCPUL, Ghalib Institute, Ghalib Academy, Sahitya Academy and other literary as well as cultural bodies. These activities prove to be very helpful to them in order to understand the various aspects of life through literature.

**(19) History**

The History faculty is frequent commentators and analysts on national and international TV. We function as interlocutors in the print media, give frequent key note addresses in colleges, schools and Regional History Congresses. Some of them have influential on-line presence through web sites such as Academia.edu and Research gate. Many of them were involved in text book production in history and led the team that produced the NCERT text books currently used all over India.

**(20) Chemistry**

The Department organizes special coaching classes for EWS/SC/ST/WW etc., for CSIR NET exams.

**(21) Punjabi**

The Department encourages its students/research scholars to be active in literary field. Many of them are attending the literary activities organized by different Literary Organisation in the Metro City. For example, the students participate in the monthly Sahitik Milni Programme of Punjabi Academy, Delhi, 'Sahitak Ikatarta Programme of Punjabi Bhawan (Punjabi Sahit Sabha, Delhi) Book Discussions, Memorial Lectures and other Literary Activities of Bhai Vir Singh Sahitya Sadan, New Delhi. These activities prove to be very helpful for them to understand the various aspects of life through literature.

**(22) Computer Science**

The students of the Department are spontaneous in reaching out to the vulnerable sections of society by organising campaigns and initiatives like clothes collection drive in collaboration with Goonj during Sankalan 2016, among others.

**(23) Mathematics**

Students organize problem solving classes for preparing MA/M.Sc students for CSIR NET and other competitive exams.

**(24) Statistics**

- i. Among the important initiatives with regard to gender sensitisation, the Department organized a talk of Ms. Kalpana Mishra, Ministry of Defense, on “Gender Sensitization and communication skills” on January 14, 2017.
- ii. The Department actively participates in all programmes of national importance like the conducted “SWACHH BHARAT ABHIYAN”. Initiatives to integrate the programme and its objectives within the students and faculty are ongoing.

**(25) Music**

- i. Music faculty reaches out to the society in its unique ways. A lecture by Mr. Faith Gonsalves in 2016 on community service with a proposal of utilizing the services of the Department in teaching music to children in Slums was undertaken.
- ii. An I.G.N.C.A. excursion of the students of the Department in 2015, 2016-17 was undertaken.
- iii. In the year 2015, Prof. Suneera Kasliwal gave her contribution in E-Pathshala project in the preparation of four quadrants of the modules relating to the Hindustani Music in the paper “Indian Aesthetics and Fine Arts’.

**(26) Anthropology**

- i. Students volunteered for an NGO Pinkathon which aims to spread awareness about women’s health related issues, and breast cancer in particular in 2016-2017.
- ii. Some students voluntarily taught the underprivileged street children under the aegis of the Delhi University Women's Association (DUWA).

**(27) Botany**

- i. The Department has a tradition of holding a monthly meeting with doctoral students for discussing diverse relevant scientific and societal issues. These generate conscientisation and sensitivity among scholars for the furtherance of action.
- ii. Periodic activities for gender sensitization, exposure to impact generating technologies are also organized.

**(28) Zoology**

- i. Faculty members of the Department regularly counsel students from different states, in particular the north eastern states for resolving their day to day issues in their personal life or for Department related issues and concerns.

- ii. Care is also taken to inform and educate students on the various social aspects by taking cognizance in the staff council meetings.

### **(29) Geology**

- i. Here too the faculty members of the Department regularly counsel and interact with students from different states in particular north-eastern states for any of their day to day issues or in course of their initial settlement at Delhi.
- ii. A committee is in place in the Department to address issues related to any issues related to any issues to north eastern students.
- iii. Interactive sessions with faculty through staff council meetings and with students on social issues and concerns are also held.

### **(30) Social Work**

The Department of Social Work is a pioneering institute in Social Work Education imparting professional training since 1946. The Department offers education at three levels namely, PhD, M Phil and MA in Social Work. From its early inception, DSW has been contributing towards the welfare and social development of the marginalized section of the society. The Department remains unwavering in its commitment toward achieving the goal of social justice. It strives for creation of a just and equal society which ensures freedom from all forms of oppression and exploitation. Our focus has always been the marginalised communities- be it the minority communities, women, children, vulnerable and backward caste groups, elderly, persons with disability, persons affected by HIV/ AIDS, LGBT communities or those affected by disaster.

Over the years, DSSW has made consistent contributions to civil society and the development sector through its education, research, field action and extension. The Institute has imparted education and trained generations of social work, management and development professionals. Today, the DSSW has earned recognition as an institution of repute, the second best institution of social work education in the country for the eight consecutive year, as established by the surveys of the Outlook and Week magazines. The Department has achieved the topmost position in terms of the two most important parameters of the evaluation viz. Academic Achievement and Placements. The Department continues to enjoy the status of a UGC Centre of Advanced Studies (CAS). This has provided the Department with an opportunity to work in areas which are close to the vision and mission of the Department.

The Department of Social Work has emerged as an important site of inclusivity. It has done so by engaging in socially relevant research projects/studies, encouraging its students to contribute to the academia/ society by raising issues of the marginalized communities. Our faculty members as well as our students have engaged themselves with both the governmental and non-governmental organizations in order to pave a way towards a more

egalitarian society. Let it be the issues pertaining to caste based injustice; alienation of the tribals and indigenous communities; discrimination faced by the differently-abled; or gender based discrimination, the Department has always come forth and advocated for the rights of the marginalized. In this context some of the significant engagements of the Department are:

**(i) Welfare and Development of the Scheduled Tribes**

Understanding that the Scheduled Tribe community stands as the most marginalized section in the country, the Department of Social Work has been actively engaging with the issues and concerns of the STs in India in terms of research, projects, field work engagements, through our extension activities, actively engaging to make sure that the policies and programmes, schemes and laws for the STs are implemented and monitoring and evaluation of the same.

The staff and students of the Department have provided support to government institutions and grassroots organisations and applied its academic research and field expertise to assess policies around social needs and social welfare. Following are some of the endeavors of the Department, which have impacted the lives of the ST population of the country.

- a) The Department has a Nodal Officer and Committee for North East Students, many of whom belong to the Scheduled Tribes. Multiple initiatives to support and reinforce their competencies, like their communication skills are organised. Counselling support is also provided.
- b) Celebration of North East Day: The Department celebrated the North East Day on 10<sup>th</sup> February, 2018 for the first time. This event saw a wholehearted participation with at least 200 participants from outside. The programme included a panel discussion, a cultural show and a story-telling session. The Cultural programme reflected the rich diversity of North East with enthralling dances and soulful songs. The day also saw food stalls displaying food items from the states of Meghalaya, Manipur, Nagaland, Sikkim and Arunachal Pradesh. A variety of mouth-watering delicacies were a huge crowd puller. The celebration of North East day underscores the need to celebrate the diversity and acknowledgement and respect of the variety of cultures which constitute the spirit of India.
- c) Organised Five Days Capacity Building Training Programme for SC/ST/OBC Youth under the theme "*Youth for Social Change*" From 27th to 31st January 2017.
- d) The Department also tries to ensure that the library has updated books on tribal studies.
- e) Research colloquium is an important forum where experts of various fields are invited to share, the Department makes sure that contemporary work and discourses on Tribal Studies are also discussed.
- f) The Department encourages students to take up research on the issues and concerns of the STs and on their folklores, culture, identity, everyday lives and learning from them on different aspects from democracy to climate change mitigation. Our faculties

has presented papers, written articles and attended workshops, seminars and conferences to enhance their knowledge of the community.

- g) The syllabus at the Department also covers tribal studies and contemporary issues and concerns of the STs in India. This realm is covered in courses on Human Rights, Social Justice, Sociological Concepts and Contemporary Concerns, Community Development and as a component of various elective papers.
- h) The Department also uses documentaries/ audio visual media/ theatre as a medium of teaching wherein innovative media on issues affecting the lives of the STs are screened/staged followed by discussions, usually by inviting experts on the issue. ‘Gaon Chorab Nahin’ was screened during the orientation of the new batch of 2017.
- i) Many projects taken up by various faculty members have benefitted the ST population. These include:
- Research Project on “*Enhancing Educational and Vocational Aspirations among Scheduled Castes and Scheduled Tribes Students: An Action Research in Underdeveloped District of Chhattisgarh*”, funded by ICSSR by Prof. Manoj Kumar Jha
  - Socio-Economic Survey of Seven Panchayats of Pangi Valley of Chamba District, Himachal Pradesh / Dugar Hydro Power Limited by Prof. Sanjai Bhatt
  - Social Action Research on Tribal Governance: A Study of Kuki village Self Governance in Churachandpur District, Manipur / Indo Global Social Service Society (IGSSS) Dr N Thian and Mr. N.T Thomas
  - Sustainable Development of Mountain Communities: A Participatory Approach Enhancing Livelihoods, Food Security and Capacity Development for Disaster Preparedness and Response by Dr A Malathi
  - Habitat, Social Structure and Economy of Marginalisation: A Study of Gadulia Lohar Community in Delhi by Dr Seema Sharma

Recent Published Work:

- Livelihood Crisis in the Scheduled Areas in Odisha: Relevance of PESA in a Weak State in Tribal Self-Governance: PESA and Its Implementation; Nupur Tiwari (ed.) by Mr. Pratap Behera
- Tribal Health Care: Globalization Vs. Indigenous Medicine”. (chapter) in Social Work Response to Social Realities’ by Dr. N. Guite

- Identity and Marginalisation: A Case of Gujjars and Bakkarwals of Jammu and Kashmir (chapter) in Social Work Education and Practice Engagement by Mr. Iqbal Bhat
- Inequality and Health Status of Dalits (SC/ST) And Challenges. Mulniwasi Times.Taneja, J. (2016, April). The Plight of Children Growing Up In HIV Afflicted Families in Delhi by Ms. Shashi Rani

### **(ii) Development and Empowerment of the Differently Abled Persons**

The Department faculty members continue to be engaged in a number of research projects that are being undertaken with financial support from government departments, corporate and international organizations as also from the R&D division of the University of Delhi. Different faculty members of the department have brought in their expertise of different areas to make difference to the society in their own little yet generous ways. One of the faculty members has done a study to evaluate the impact of projects in the field of 'ICT for empowerment of persons with disabilities'. While one other faculty member has contributed towards bettering the situation of the differently abled people by being Member, 'Empowerment of Persons with Disabilities and Social Welfare Groups' or the formulation of the twelfth five year plan (2012-17) .

Numerous studies have been undertaken by several scholars that revolve around various themes related to disability (both mental and physical disability), some of the notable studies are as follows:

- 1) Sexuality concerns of young persons with physical disabilities -A study in the national capital territory of Delhi
- 2) Functional disability among elderly women in Delhi: Need for social support.
- 3) A study in Delhi on Prisoners with disabilities staying in Prisons.
- 4) Mental Health Services for Intellectually Disabled Children in NCT of Delhi- Role of Stakeholders.

Apart from the expertise of its own faculty, the Department also ensures inviting experts from other institutes to enrich the learning experience of the students. A few of its examples are stated below:

- a) In order to sensitize students about the rights of differently abled people, the Commissioner of Persons with Disabilities was invited to deliver a talk on 'National and International Instruments/ legislations to protect human rights of the persons with disabilities'.
- b) And as a part of the Supportive field work instruction, the Department invited Ms N. Sujatha (in October 2016) from VIHAAN and Ms, DivyaVaishnava (in March 2017) to deliver talks on 'Inclusive Society and Persons with Disabilities'.

In addition to the above mentioned engagements towards empowering the differently abled people, some of the faculty members have also contributed through their insightful academic writings in the form of paper/articles. Some of the recent works aimed towards uplifting differently abled people are as follows:

- 1) A paper on 'Professional Opportunities for Visually Impaired with Master of Social Work in the 4th Access India Convention on 16.2.14 organised in partnership with SCOPE Foundation at the Department of Social Work, University of Delhi on February 15-16, 2014
- 2) An article was published entitled, "Health and Safety of Differently Abled: Integrated Strategies", Yojana, GOI, Vol 60, pg 48-53, ISSN 0971-8400, May 2016.
- 3) A paper was presented on Understanding the personality development barriers of Visually Impaired female students in the Indian higher education system organized by Department of Sociology, University of Peradeniya, Srilanka. The International Consortium for Social Development 29th September 2016.

The department just like the entire University campus also has disability friendly infrastructure in the campus. It has ramps and toilets that can be comfortably used by differently abled people on their own. These kinds of practices ensure that the differently abled are encouraged and empowered.

### **(iii) Indoctrinating Gender Sensitivity and Gender Equality**

The Department strongly believes in gender equality and has always nurtured strong and independent women. To name one, who else could be a better example than Ms. Nandita Das who has been constantly raising her voice against prevalent gender injustice in our society by using her media influence. The Department has a Committee against Sexual Harassment and Grievances that includes faculty members as well as students representatives. This committee provides a safe space for the victims of the sexual harassment to come forth without any fear and ensures fair investigation into any pertaining matter.

While there is some equally strong faculty members at the department who have contributed in enhancing gender sensitivity by using their research skills and their pens. The Centre for Community Development and Action (CCDA) program that is funded by the University of Delhi and implemented by the Department has always focused on the issues related to women empowerment. They have had projects like Srishti (focuses on SHGs of women) and Disha (focuses on vocational training of women) to promote women empowerment in Burari community. International Women's Day was celebrated on 8th March, 2017 at Ajit Vihar, Burari in order to promote gender sensitivity.

Some of the faculty members who specialize in Gender Studies, have worked extensively on promoting gender sensitization. They have worked with Jammu and Kashmir Police (2014), Delhi Police (2014), Delhi Metro, Central Industrial Security Forces (2015) and Special Police Unit for Women and Children (2014). A Rapid Evaluation of the Ujjawala Scheme in

states of Andhra Pradesh, Karnataka and Maharashtra was also undertaken. One of the faculty members even organized and moderated “Asia Gender Coordinators Meet”, at Lalitpur, Nepal, for Friedrich Ebert Stiftung, India and Nepal Office.

Some of the recent academic works by the Department faculty members/ scholars on gender equality/women empowerment are as following:

- 1) A book entitled *Going Green: Women and Grassroots Environmentalism*, ISBN: 978-81-7541-738-0, Shipra Publications, New Delhi, 2014 was published.
- 2) ‘Gender Equality’ (2014) chapter was published in *Training Module on Reproductive Health, Adolescence Sexuality and Gender Equality to Capacitate Social Work Trainees in India* by Hamza, A; R. Parthasarthy; N. Janardhana; P. Dharma Reddy and S. Mishra (Eds.), NIMHANS Publication No. 99, (ISBN No. 81-86448-00-X).
- 3) A paper entitled ‘Reconstructing gender consciousness: Experiences from the Field’ was presented at *International Seminar on Gender Equality, Power and Violence against Women, Combating Myths and Understanding, Legal Provisions*, held in Banaras Hindu University in 13 – 15 Feb 2015.
- 4) An article entitled, ‘Women’s Reproductive Rights and Social Work Practice’ (2017) was published in *Amity Global Social Work Review Volume 1 Issue 1*. Amity Institute of Social Sciences. (Co-authored)
- 5) A paper entitled ‘Women and Political Participation: Available Frameworks and Research Findings’ was presented at *National seminar on ‘Gender Equality and Empowerment of Women and Girls, Feb 27-March 1st, 2017*, organised by Centre for Gender Studies and Development, NIRDPR, Hyderabad.
- 6) A doctoral thesis on *Institutional responses towards women and girls rescued from trafficking*
- 7) A doctoral thesis on *The politics of presence in Indian democracy: A study of women's participation in Panchayati Raj Institutions in Bihar*
- 8) *Gender and Class Analysis of Communal Tension in Delhi: A study of Bawana and Trilokpuri areas of Delhi.*
- 9) *Convergence of Services and its Impact on Women and Children: A Case Study of a Gender Resource Centre.*
- 10) *Evaluation of working women’s hostels in North India (as Consultant for 6 Months) supported by Ministry of Women & Child Development, Govt of India.*

**(iv) Breaking Caste Barriers**

The Department has no tolerance for any kind of discrimination, especially caste based discrimination. It has always taken measures to ensure that all members of the department are treated well and equal irrespective of their caste identity.

Some of the recent academic works by the faculty members/ scholars that contribute towards the upliftment of the scheduled castes are as follows:

- 1) A research Project on “Evaluation Study of Grant in Aid to Voluntary Organizations working for the welfare of OBCs and SCs sponsored by PREM Division of Ministry of Social Justice and Empowerment, Government of India was undertaken.
- 2) A study was conducted on “Changing Identity among Dalits in Varanasi District of Uttar Pradesh: Role of State and Non-state actors” (Completed) R&D Programme, University of Delhi
- 3) A paper titled, “From Hunger Deaths to Healthy Living: A Case of Dalit Empowerment, Varanasi, Uttar Pradesh, India” was presented at International Conference on “Public Health Infrastructure in Transition: Challenges and A Way Forward, Organized by Department of Social Work, Jamia Millia Islamia and School of Public Health, University of Minnesota, USA, from 18-20 February, 2015
- 4) Paper titled, “Empowering the oppressed Dalit Communities in Varanasi: A Case from India”, was presented at International Conference on Emerging Challenges for Social Development and Human Services Practice in the Asia Pacific Region, held on 17-19 June 2016, Bali, Indonesia
- 5) A book entitled Margins to Centrestage: Empowering Dalits in India. (Co-author: Shruti Nagvanshi). Frontpage Publications. 2016. London. ISBN: 978938104319
- 6) An article entitled Anti-Oppressive Social Work Theory and Practice: Contextualizing the Caste Debate in Indian Social Work education’ was published in book “Caste in Modern India: Atrocities against Dalits”. ISBN - 978-93-85046-11-7, Stadium Press LLC, USAP.O. Box 722 200, Houston, TX-77072.
- 7) A doctoral study on “Construction of caste identity amongst children in rural Bihar” was undertaken.

**(v) Extension Work, Demonstration Projects and Social Outreach through Curricular Programme**

The Department of Social Work has a number of distinguished extension activities and initiatives in Delhi and has also reached out to disaster impacted communities across the country. The main initiatives of this Department are:

**(a) Centre for Child and Adolescent Well Being**

The Centre for Child and Adolescent Well Being is an extension project of the Department. As service agency, it has been providing diagnostic, treatment and referral services to emotionally disturbed and socially deprived children, adolescents and their families. It also caters to the neighboring schools and community through its preventive and promotes well being programmes.



**(b) Centre for Community Development and Action (CCDA)**

The Centre for Community Development and Action (CCDA) is another extension and demonstration unit of the Department. It has been functioning in the peri urban community of Burari since the year 1988. The centre caters to the development and well being of children, adolescents and the elderly, besides focusing on initiatives for the empowerment of the women of the community.



## BEST PRACTICE - II

The main thrust of the Centre is on community development based on community participation. The centre involves the faculty and students of the department in its initiatives. Being a demonstration project of the Department, the models and approaches evolved at the Centre are used for teaching professional social work, and the theoretical inputs procured by the learners are applied into practice in responding to the 'felt' needs of the multiple vulnerable groups within the community. In that sense the Centre promotes 'praxis'.



Many research initiatives were also undertaken to study the important social problems and issues of the community, based on which community action programmes were devised. A comprehensive needs assessment of the elderly persons initiated an elderly care programme. Advocacy cum action programme on the safe and rational use of medicines, which was an important concern in the community were undertaken using innovative programme media. These are just a few among the multiple programmes being implemented by CCDA in the community.

### (c) Gender Resource Centre cum Suvidha Kendra



The Gender Resource Centre cum Suvidha Kendra (GRC-SK) was an initiative of the Department in collaboration with the government of NCT of Delhi. It was located at Burari and was functional from the year 2008-09 till 2015. Recognising the exceptional work being done by the Department of Social Work in the field of community development and women's empowerment, the government

under the aegis of Mission Convergence offered a gender Resource Centre to the Department

to run in Burari, catering to a population of more than one lakh. The Department accepted the offer to demonstrate the viability of Academia- Government interface for social outreach. It was the focal point for all the issues relating to the empowerment of women in general and health, literacy and income generation component in particular. The students of the Department were associated with the GRC to develop an understanding of the issues affecting people in general and women in particular.

Over the six years of the functioning of this Centre, which was being run under a Chief Functionary who was a senior faculty member, the centre recorded exemplar outcomes. Almost thirty self help groups of women were initiated and empowered. Monthly health camps covered all pockets of the huge community of Burari, cutting across caste, religion, gender and other parameters. The focus was on the households belonging to the most vulnerable constituencies. Scores of Nutrition Camps; Non formal Education groups; Self Defence Training programmes for women; Legal Awareness and Legal Aid Outreach for women; and most importantly, Vocational Training in marketable skills through six month duration courses undertaken by skilled instructors created significant transformation within the community.

The Suvridha Kendra component run by the Department provided a single window for the people to access all government schemes provided by nine departments of the government, with social workers and social work trainee students mobilising the community to become



aware about their entitlements and seek them out through due procurement procedures. A huge number of families were assisted through this unique Kendra. Once again, based on the superlative performance of the GRC-SK, the Department was also given an Extension Centre to run in the more far flung clusters of the community.

It must be said that the Department made comprehensive and intensive efforts to implement/integrate its classroom teaching into developmental action, in order that the most marginalised communities benefit. The two way link between the classroom and the larger society was fostered through professional approaches and methods, which in turn enriched classroom teaching, learning and research. Sadly, the present day government of Delhi withdrew this programme in the year 2015, and so an important opportunity of spearheading the idea of a *University beyond Campus* was suspended. It is important to note that the team of human service professionals that had evolved at the GRC-SK have now found employment in multiple governmental and non-governmental organisations and are continuing tireless work at these sites. The credit of this also goes to the Department and the University.



#### **(d) State Training and Resource Centre (STRC)**

The Department of Social Work has always aimed to promote education, research, training and action in the field of social welfare and development. It undertook efforts for HIV/AIDS prevention with keen focus on Capacity Building of Target Intervention partners looping with State Training and Resource Centre under NACP-III in partnership with Delhi State AIDS Control Society. The State Training and Resource Centre (STRC) was setup in Delhi in the year 2008, by NACO as part of its strategy to develop a sustainable system for the capacity building under NACP III. The mission statement of STRC declared it as centre of excellence to provide capacity building opportunities through innovation. Accordingly, STRC sought to develop a sustainable and innovative system for the capacity building of partner organizations implementing Targeted Intervention projects for High Risk Groups (HRG) with Delhi State AIDS Control Society (DSACS).It provided standardized and high quality training to partner NGOs/CBOs as per NACP III's technical and operational guidelines and it gathers learning through operational research and develops pedagogy of learning for TI scale up.

To achieve the goal STRC conducted several training programs for different cadres of TI NGOs in the five years from the inception year 2008 for Programme Managers, Counsellors, M&E officers ,Out Reach Workers, Accountants and Peer Educators and trained more than, 8051 NGO staff members and community volunteers . The STRC gave emphasis to the importance of human resources working in TI and established innovative learning systems for their capacity building by engaging technical experts in their respective academic committee and community mentors from TI organization and community people who were at high risk. With Efforts of the STRC team, a pool of resource persons and community mentors were

developed with Hindi pedagogy, the resource material were converted into local language for the better understanding of TI staff, specially emphasising on Peer Educators. Apart from the high attrition rate in TI staff, STRC mainly focus on key beneficiaries at grass root level through Peer Educators which turns to be the major strength of the program.

**(e) Concurrent Field work**

Social Work is a practice oriented discipline, thus, concurrent field work at the Department of Social Work is the fundamental component of two-year master's programme. The aim of this component is to help the students to acquire skills to intervene, build their capacities and develop abilities to instigate and realize the tasks undertaken in the field. The students are placed in two different settings i.e. Community setting and Agency setting. They are required to attend two field work days in a week in their respective allotted setting for entire academic session. This mode of learning enhances student's ability to relate theory and practice domains. It also develops their personal skills in the process of enriching the lives of people that the learners work with. The Department has over hundred partners from the governmental and non- governmental sectors and which work in all possible realms of developmental action. In collaboration with these partner organisations, the students of the Department work for two days in a week, thereby impacting all sections of society. Domains of engagement include: Health and Mental Health; Family and Child Welfare and Development; Education and Skill Building; Corporate Social Responsibility; Environment and Livelihood Sustenance; Youth Work; Community Development; Counselling; Correctional Social Work; Women's Development and Empowerment; Work with Persons with Disability and Elderly; Work with PLHAs; Disaster Management among others.

**(f) Rural Camp**

The Rural Camp is one of the most awaited and intense field work activity organised by the Department. Aiming at holistic professional development of the trainee social workers, the Camp is designed to orient them towards rural life and issues. The Camp also builds students' capacities towards self exploration, team working, group living and developing skills and competencies in social work interventions. The Rural Camp is one of its kinds, life-time experience in the academic life of a social work trainee.

The Rural Camp of 2016 was held between 10<sup>th</sup> October and 16<sup>th</sup> October 2016. In this academic year, rural camp was hosted and coordinated by Manav Jeevan Vikas Samiti and Ekta Parishad. The students undertook field visits to four nearby villages namely Manj Ganwa, Madari Tola, Bijouri and Nanakwara Kala. The organizations largely work upon the issues of Health Management, Sanitation and Waste Management, Rural Youth Capacity Building, Alternative Education Options, Environmental Protection and Enhancement and Women Empowerment. The camp was co-ordinated and supervised by five faculty members and one research scholar also extended his support to the rural camp team. During their stay, the students were primarily involved in preparation of detailed village/ community profiles, identifying felt as well as actual needs of the villagers and participated in identification of problems and challenges and designing interventions. Focussed Group Discussions with

youth and women, Rallies, Street Plays are some of the feature activities undertaken by the students. The feedback of the students received at the end of the Camp was convincing and emphasized that it brought the desired learning outcomes.

The Rural Camp of 2015 was held between 13<sup>th</sup> Dec and 19<sup>th</sup> Dec 2015 and experimented with a new model for the first time where the students stayed in the villages. The entire class was divided into two groups and one of the groups visited Ajmer district of Rajasthan where the Department collaborated with the Social Work Department of Central University of Rajasthan (CURAJ) to organise the camp in two villages of Kishangarh *tehsil* where the latter already has field work engagements. A pre-visit planned by a joint team from the Department and CURAJ was conducted to the selected villages before finalising the Camp. The other group of students went to Chaksu block of Rajasthan where the Camp was hosted and coordinated with the help of a Jaipur based organisation named CECOEDECON.

The first group of 27 students were further divided into two subgroups that stayed in two different villages- Marogala and Manpura- during the Camp period. A facilitating team comprising of five faculty members and one research scholar and, project staff from CURAJ accompanied this group of students to the villages. During their stay in the villages, the students undertook a number of activities, programmes and learning exercises in collaboration with the villagers. These included sapling plantation, soak pit construction, poster exhibition, conducting rally, street play, cultural programmes and *ratri chaupal* and many more. To learn and comprehend the social and ecological set up, the students prepared social maps and time lines through participatory techniques, visited agricultural fields and observed the operations of the village dairy cooperatives. At the end of the camp, the students participated in a full-day presentation and sharing exercises where an academically enriching dialogue was initiated. Each of the three groups was assigned tasks to comprehend the different socio-political, demographic, economic and, cultural aspects of the assigned village. The students were primarily involved in preparation of detailed village/community profiles, identifying felt as well as actual needs of the villagers and participating in identification of problems and challenges, designing interventions and implementing the same on the final day of the camp. The feedback of the students received at the end of the Camp was encouraging and highlighted the enormous learning that they received out of it.

In this academic year 2014, one rural camp was hosted and co-ordinated with the help of the organisation CECOEDECON at Chaksu Block in Jaipur District, Rajasthan and the destination for the other rural camp was at the organisation Anubhuti Sewa Samiti in the Sidpur block of Etah District of Uttar Pradesh. The duration of the camps was from the 7<sup>th</sup> of October to the 12<sup>th</sup> of October, 2014. A team of 24 students of M.A Third Semester went to Rajasthan while the same number went to the other venue at UP. The former camp was co-ordinated and supervised by three faculty members. The students attending this camp were divided into three sub groups which were placed in three different villages namely – *Baadh Baghpura, Trilokpura and Bhadipura*. Each group was assigned the following tasks to integrate the different socio-political, economic, cultural and religious aspects of that village. The participants were primarily involved in (i) Preparation of a detailed Community Profile

(ii) Conduction of a Socio-Economic Household Survey (iii) Practice of different PRA tools and techniques such Village Social and Natural Resources Map, Venn-Diagram, Wealth Ranking, Dream Analysis, Time Line, etc, and (iv) Participation in problem identification and intervention. Each group performed these tasks very seriously. They had continuous interaction and dialogue with women, youth, children and the elderly to collect the requisite information. Using this process, they identified problems of each village and made interventions to initiate the problem solving process. In Baad Baghpura village, the group performed a street play on Drug Addiction and the Female Foeticide issue, In Trilokpurva, the group performed a rally on sanitation and the drinking water issue. In Bhadipurva, the group made an innovative demonstration on the Smokeless Chulha. The group was happy and proud that its action plan was a success in the community in terms of participation and learning outcomes. The result of the follow up was also highly satisfying. The group of Faculty advisors acted as reliable sources of information, motivation, advice and inputs for the enhancement in the quality of work. Active participation from the villagers was instrumental in the success of the intervention made by the student groups.

As far as the second camp was concerned, the students were supervised by four faculty members. They were also divided into three groups and each group visited an allotted village for four days. One group undertook its work in the Kadargunj village, another in Rikera village and the third group in Nagla Tilak village. During these days, the students actively utilized their participatory rural appraisal training and analyzed the village life and dynamics. They were able to draw the resource map of each village by undertaking a transect walk, and also the venn diagram to understand the power dynamics and the decision making in the village. They also undertook a sample survey to understand the caste dynamics and the land holding patterns of the village. Subsequent to prioritizing the needs of the villagers in the respective villages, they devised a preliminary plan for a micro social work intervention. On the last day of their work, the students performed a street play based on the most felt need of the respective village. While in one village, the nukkad natak was based on the need of sending children to schools, in another one the theme was the need for constructing the toilets in the homes and stopping open defecation.

In the third village the Nukkad natak was based on the issue of educating young girls and avoiding child marriage. One group also submitted a memorandum to the district collector with respect to the problems being faced by the villages. Thus the students were able to bring about awareness and raise consciousness through guided group interactions through theatre and sloganeering in the by lanes of villages. The rural camp also enabled the students to derive a firsthand experience of what rural life entails, but also reposed their trust in experiential knowledge and local wisdom in the knowledge building process.

In the year 2013, the extremely unfortunate occurrence of the Uttarakhand floods drew the attention of social work educators and the students, and created in them a zeal to understand and contribute towards the ongoing initiatives of recovery and rehabilitation of the communities worst hit by the disaster. In an effort to capture this passion and translate this into field action, the Department organized this year's rural camp to the disaster impacted

Uttarkashi district. The other locale that was selected was Bharatpur, which offered a unique learning opportunity to the learners to understand the varied dimensions of rural development. A team of faculty members visited the two locales to gather an understanding of the logistics and the potential learning that would emanate out of the proposed camps.

Prior to the initiation of the Camps, a one day Orientation was provided to the two groups separately to equip them with inputs to undertake their specific learning assignments proficiently. This included training on participatory research, besides a training on tools to be used for the 'Impact Assessment of the Disaster Impacted Communities'. A special session on assessing the 'psycho- social impact of the disaster' was also undertaken.

Out of the two teams constituted for the two distinct locales, Team One visited the flood affected district of Uttarkashi and was trained to conduct a Disaster Impact Assessment through interactive methodology involving Participatory Learning Appraisal tools, Focussed Group Discussion and Life Narratives. Based on a very pertinent field study and interaction with impacted families, the team made several observations and context specific recommendations for the sustainable rehabilitation of the flood survivors and for creating disaster resilience among the communities threatened by similar disasters. Team Two, went to the Bharatpur District in Rajasthan, and was mediated through a voluntary organisation *Samridhi*. In Rajasthan, during the course of their stay, they interacted with people from different villages and using various participatory tools, they were able to identify relevant issues in the villages based on which, they launched a social action campaign on the concluding day of the camp. The group used street theatre and mustered mass meetings to create community participation. Here, the students derived a meaningful exposure, discourse and engagement with the phenomena of caste-based prostitution and the stigma and hardships suffered by the denotified tribes residing in the area, in addition to the socio- economic and political dynamics of rural life. For the first time, the two teams organised a unique and innovative depiction of their participation and learning outcomes of their Rural Camp experience for the faculty and the wider student body at the Department, after coming back from their camps. The purpose of rural camp has been multipronged. Besides enabling an exposure to the rural life, the camp also provides for the much required experience of 'sharing space' under constraining circumstances; for group living and working in integrated teams.

The rural camp in the year 2013 was organised in association with a well known NGO, URMUL Trust (Uttari Rajasthan Milk Union Limited), Bikaner from 30<sup>th</sup> September to 4<sup>th</sup> October 2012. A preliminary visit was made by the Director, Fieldwork along with faculty Mr. Budhaditya Das, to assess the feasibility of having the camp at URMUL and to work out the details as this was the first time that this organisation was selected by the Department for the rural camp. A total of 59 students were accompanied by six staff members. The students were divided into two groups and stayed at Bajju and Lunkaransar project sites, which are approximately 100 and 75 kms away from Bikaner in Rajasthan respectively. The camp gave the students an opportunity to understand the survival and livelihood strategies of marginalized communities in adverse conditions and provided them with an exposure to the developmental interventions undertaken by URMUL in the area.

## **VI. DELHI UNIVERSITY WOMEN'S ASSOCIATION (DUWA)**

Established in the year 1964, the DUWA aspires to promote and to undertake social, cultural, recreational, welfare, educational and economic activities for the benefit of the women members on the staff, women students and family members of those on the staff of the University of Delhi and its affiliated and constituent colleges and recognised institutions, and also for the benefit of those who are the residents of the Campus of the University and of the surrounding areas



**Founder President Durgabai Deshmukh, Vice Chancellor, Prof. C.D. Deshmukh and Mrs. Indira Gandhi, Prime Minister of India as a Chief Guest.**

The Objectives of the Delhi University Women's Association are:

- (i) to provide and maintain hostel accommodation for the members of the Association who are teachers, research associates, Ph.D. scholars of the University or any of its affiliated colleges, institutions.
  
- (ii) to invite as and when cultural leaders, scholars, scientists and creative artists, who may or may not be members of the Association, to give lectures, conduct workshops, hold exhibitions which may contribute towards enrichment of knowledge and interests of the members of the association.

(iii) To support working mothers and reduce their stress relating to the welfare and well being of their child and to lay the foundations of proper psychological development of the child.

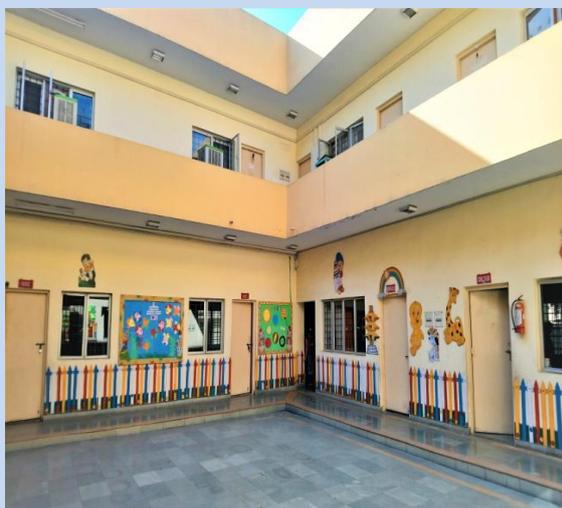


***The Executive Council of DUWA with the honourable Vice Chancellor, University of Delhi***



**1. Running Schools:** The Association runs two schools, viz. Durgabai Deshmukh Balwadi with strength of 200 children per session. This play school has admitted almost 1000 children from 2012 to 2017. The other school is Usha Ganguli Shishu Vihar, established in the year 1967 and which admits 100 children per batch per year. These two pre schools promote intellectual, emotional, social, physical and aesthetic development of children. The Balwadi encourages the participation of children of the University staff belonging to the economically weaker sections of society. These children are given free nutrition and are charged a nominal

fee.



**2. Sahyog:** Sahyog connotes a tuition support programme for children from the weaker sections. Approximately 50 students are assisted over a year. These students could be from class 1 to class 12 and are drawn from the neighbouring communities. From 2012 to 2017 almost 250 children have benefitted through this programme. Classes are held for improving the academic performance of these children from 3 pm to 5 pm, six days a week. Children are served nutritious snacks and health drinks and are charged a nominal fee of Rs 25 per month.

**Summer Camps** for one month are also organised for children during summer vacations. Batches for 50 children are accommodated in these camps. From the year 2012 to 2017, as many as 250 children have benefitted from these camps.



**3. Vatsalya:** Vatsalya is a Day Care Centre started by DUWA in the year 2008. The aim of this facility is to offer day care facility to support the working women of the University community. With a capacity to enrol 55 children in the age group of 6 months to 6 years, the Facility runs six days a week from 8 am to 6.30 pm. Almost 300 children have benefitted by the services of this programme since 2012. With adequate staff of two supervisors, twenty helpers and two cooks and with a doctor, counsellor, dietician, nutritionist , and an activity teacher, Vatsalya offers nurturing care to the children in the absence of their parents.





**4. Women's Hostels:** Started in 1975, Sri Sadan is a hostel for working women of the University of Delhi. It has twelve single rooms. The old and new DUWA hostels accommodate 38 residents at a time. With modern facilities of a reading/ computer room, the hostels are home away from home for the residents.





**5. Mind Body Centre:** Initiated in the year 2014, the Centre works towards promoting the wellness of women students and faculty of the University of Delhi.



The Centre believes in *Health beyond Healthcare* through holistic healing approach for the mind and body. With facilities for Naturopathy, Homeopathy, Detoxing, Counselling, Yoga,

## BEST PRACTICE - II

Accupressure, Sujok Therapy, the Centre is extending its services to a vast constituency of the University fraternity.



**6. Souvenir Shop:** The shop was started in November 2014 to commemorate the Golden Jubilee Celebration of DUWA. It endeavours to popularise, promote and sell products bearing the DU Brand and to inculcate a sense of pride and belonging among the students, faculty and staff of the University. It is managed by the members of DUWA, and has many popular products like folders, sweat shirts, pens, bags, mugs, key chains etc.





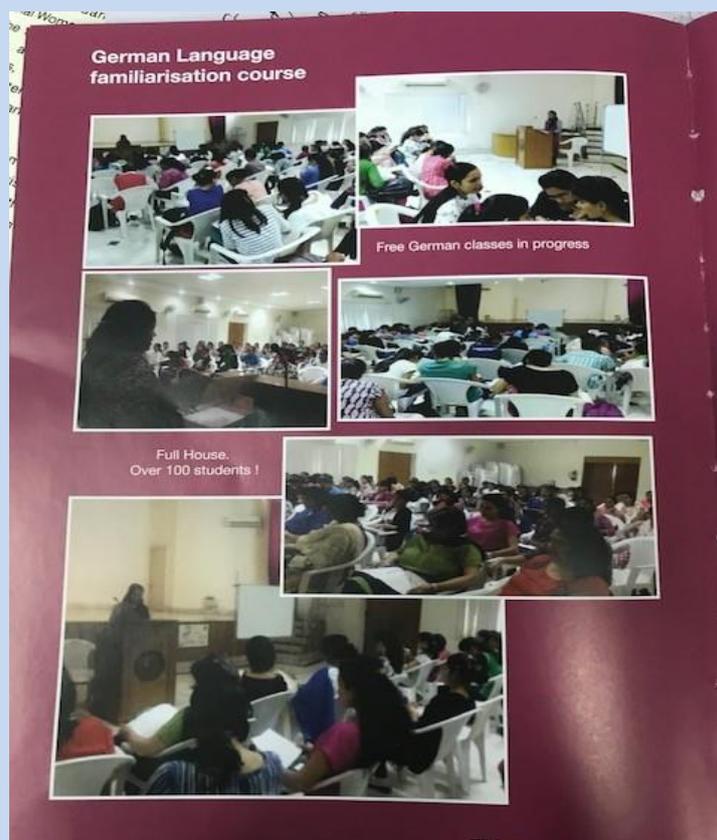
**7. Jagriti Programme:** This programme strives to spread awareness on socially relevant issues, concerns and themes through the organisation of lectures, discussions, screening camps, street plays and other activities.



Among other initiatives, Health and Cancer Screening Camps are also held, which benefit many women from the University fraternity.



**8. Skill Development-Language and Computer Training:** Under this, courses such as short term computer training courses for Sahyog and other under privileged children are organised. Courses on Chinese and German languages with 50 students' strength are organised.



**Other Activities:**





**Best Practices:**

1. DUWA has popularised the use of different big boxes for segregating recyclable and non recyclable and dry and wastes for effective waste management. A social organisation “Goonj” takes away the recyclable wastes
2. DUWA is also working as a paperless office and promotes online e- transactions.
3. The school, Vatsalya and Sahyog children are involved in different *Save Environment* activities.
4. DUWA had donated 2 lakhs of rupees to the Vice Chancellor Relief Fund for the Uttrakhand Tragedy.
6. It strives to provide freeships to underprivileged children.



Media Reflections



## **(VII) Social Outreach through Cultural and Educational Engagement**

### **(1) Gyanodaya Express**

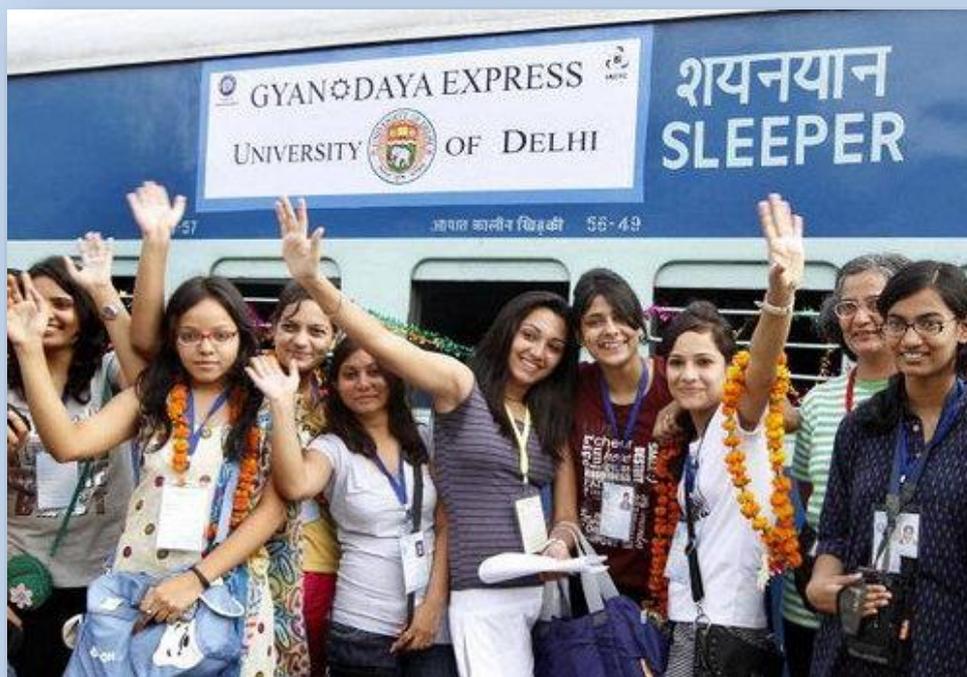
The University of Delhi assisted by the Indian Railways organized a dedicated train “Gyanodaya Express”, also called a "College on Wheels" for a series of educational journeys.

The first batch of 940 NCC and NSS girl students, accompanied by 60 teachers and staff,

travelled from 8th to 19th July 2012 through central and western India to understand Gandhian philosophy and the

diversity of the country. They visited the historically and culturally important cities such as Sabarmati, Mumbai Naval Base, Madgaon, ISRO and Wardha. The second batch of 865 men and women cadets from NCC along with 230 students of special needs, 65 teachers, 21 staff and a media team travelled to the west border areas of Rajasthan and interacted with the army personnel to understand the challenges of national security. The trains were equipped with internet, library, laptops and project equipment. The students relate book knowledge to their travel experiences under the guidance and supervision of teachers.

In the subsequent phase, the Gyanodaya Express set off with the primary theme of ‘Urbanization Then & Now: An Assessment of the Urbanization Models of various Indian cities and the changes in the dynamics of governance’. The journey of Gyanodaya Express was scheduled from 11 to 19 March 2014. Shri Ashok Thakur, Secretary, Ministry of HRD from Safdarjung Railway Station, Delhi, flagged off the train. The students visited a number of educational, historical and culturally important destinations such as Kanpur, Varanasi, Bhopal, Ahmedabad, Surat before returning to Delhi. Around 57 projects from colleges of the university were selected for development during the trip, each project team comprising of 12-15 students and a mentor. The train had internet connection and a library for facilitating



research. Seven students from Delhi University Community Radio, DUCR FM 90.4 MHz also travelled in the train to provide radio reporting on route based on interviews, discussions and sound bites. These live programmes were broadcast from the train with a 'Phone in' programme unit installed in the studio at the North Campus.

Gyanodaya made its 5th journey from 18-29 December 2014, this time on the theme "Dharohar: The Glory of the North East". The train was flagged off from Safdarjang Railway Station by Shri Kiren Rijiju, Union Minister of State for Home Affairs and Shri Sarbananda Sonowal, MoS Youth Affairs and Sports. As both the honourable ministers hail from the North East, they gave important suggestions on the journey. The students conducted studies on educational, historical and culturally important subjects in all the North Eastern states: Arunachal, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and Sikkim. Around 65 projects were undertaken by college teams, each comprising of 10 students and a teacher mentor. The train was provided with internet connectivity, library and classroom, in addition to residing and meal facilities for almost 1000 persons.

## **(2) Antardhvani**

The Annual Cultural Festival of the University of Delhi titled Antardhvani and the University Flower Show was inaugurated on 22nd February 2013 by Shri Kapil Sibal, Minister of Communications and Information Technology. More than 1,50,000 visitors visited the University stadium complex to enjoy Antardhvani's offerings. It included music and dance, theatre, sports, an international plaza, a multi-cuisine food court and many other creative events.

Exhibitions were mounted by NCERT, IGNCA, College of Art, Sports Council and Gandhi Smriti. The Innovation Plaza was well applauded which presented 113 interdisciplinary projects from different colleges besides 20 stalls from the Cluster



Innovation Centre, and the Institute of Life Long Learning. Delhi University introduced this year, 'Awards of Good Practice'. Different colleges and departments bagged this award. Maharaja Agrasen College was awarded `10 lakhs, Kalindi College `7 lakhs and Acharya Narendra Dev College `5 lakhs each. Commendation prizes of `1 lakh each were given to

Shaheed Bhagat Singh College, Shivaji College and the Non-Collegiate Women's Education Board. In the category of departments of the University, the Physics Department was awarded `10 lakhs, the Psychology Department `7 lakhs and the Geology Department `5 lakhs each. Commendation prizes of `1 lakh each were given to the Persian Department, Department of Slavonic and Finno-Ugrian Studies, Law Centre 1 and the Department of Zoology.

The next round of the mega academic and cultural event Antardhvani was held from 14 to 16 February 2014 in the vast grounds of the University stadium. The festival, inaugurated by Prof. Ved Prakash, Chairman, University Grants Commission, began with an NCC parade, a spectacular flower show and a cultural performance. The three day event, attended by over 1,50,000 students and visitors, brought together different components of the University in order to build community spirit, recognize institutional strengths and encourage shared learning. The colleges and departments competed for the Good Practice Awards of up to Rupees 10 Lakhs and showcased their teaching methods, projects, innovations, research, national and international outreach.



The fourth edition of this festival was held from 20-22 February 2015. Inaugurated by the Chief Guest Dr. Chandan Mitra, Member of Parliament (Rajya Sabha) and Guests of Honour, Professor Glyn Davis, Vice Chancellor, University of Melbourne, Australia, and Professor Sir Timothy O'Shea, Vice Chancellor, University of Edinburgh, U.K, about 50,000 people came each day to the numerous displays and events. The Innovation Plaza, the Cluster Innovation Centre (CIC), NCC parade, International Plaza, the Gyanodaya train, and the Good Practices Awards given to Colleges and Departments were specially appreciated. Respected Guruji, Sri Sri Ravi Shankar, Chief Guest at the Valedictory programme, spoke appreciatively of Antardhvani for bringing together various components of this vast University in order to build community spirit, recognize institutional strengths and encourage shared learning.

### **(3) Delhi University Community Radio, DUCR 90.4 MHz**

The Delhi University Community Radio (DUCR90.4 MHz) was established in the year 2007 in SOL Campus. It was inaugurated by Sh. Kapil Sibal, then Honourable Minister of Science & Technology and Minister of Earth Sciences, Government of India on 2 October 2007 in the presence of Prof. Deepak Pental, Hon'ble Vice Chancellor of the University of Delhi. Prof Pental emphasized that the larger participation of faculty and students will strengthen the DUCR and make it popular among the community residing in and around University Campus.

In February 2014 it was shifted to the University Stadium. The Radio station consists of

Transmitter  
Antenna, one  
Studio,  
Transmission  
booth and  
Recording room.  
The Transmitter  
and Antenna  
have been  
installed on the  
rooftop of Rugby  
Sevens Building.  
DUCR is serving  
its purpose of  
skill  
development in  
its student



community by providing training in equipment handling, opportunity and guidance. A large number of students have already gained practice and many more aspire to be a part of the programme. It is a forum for enhancing one's knowledge, personality and communication skills.

DUCR runs on the principle “of the community, by the community, for the community.” Being surrounded by the best colleges and departments of India, it engages the best human resources residing here. By the keen interest of Governing Council of DUCR, its Programme Advisory Committee, and subcommittee of DUCR, the Station is run entirely by the students. Responsibilities such as writing scripts, voice over, editing programmes, interviewing people, social media management, administration, attending seminars and conferences, handling technical equipment, outside broadcasting, advertising and popular challenges of Radio presenter are handled by students. DUCR has also started streaming its Programme as Internet Radio on the website of University of Delhi. A website for the benefit of all may be visited on the link: <http://ducr.du.ac.in/>. A new app has been developed for easy functioning of the Community Radio. It can be downloaded from the DUCR website.

In early days of broadcasting some experts and professional presenters were involved but after getting matured enough, now Community Radio Station is managed by the students of University of Delhi as directed by the Hon'ble Vice Chancellor Prof. Dinesh Singh. DUCR is functioning under the supervision of R.K Singh Consultant, DUCR (Technical and Program) former Engineer-in-Chief of Doordarshan.

The main thrust area of DUCR 90.4 MHz is to broadcast student centric community based programmes. In addition to these programme music and songs are also introduced into it to make programme more interesting. The team behind this initiative is very careful about the proper proportion of education, information and entertainment in the broadcasting programme. Some special programmes are also introduced at time to time as per the requirement like in 2008; the University started using the station for disseminating information about the admission process, through live phone-in programs in admission season. In the month of March 2014 the whole journey of Gyanodaya Express - An Educational Train Journey of University of Delhi was covered by the media team of DUCR consisting of students only. As per the growing popularity and demand of the listeners, DUCR is available on DU Intranet and Internet also.

#### **(VIII) Participation of Faculty in Policy Making and Applied Research**

The University faculty is an integral part of informed policy making at local, national, regional and global levels through their representation on multiple core committees and advisory boards. Their participation in public lectures in India and abroad and presentation of high quality academic and research based papers spearhead academic discourses across domains. Path breaking research advances undertaken by many prestigious departments/centres consistently provide solutions to contemporary issues and challenges in diverse sectors

#### **(IX) University Lecture Series**

The University of Delhi has a rich tradition of organising a multiplicity of Lecture Series wherein eminent speakers and distinguished luminaries are called upon to speak on themes of contemporary relevance. The Public Lecture Series and other vibrant forums of the University encourage reflection, deliberation and dissemination of knowledge/understanding about core issues confronting the country and the world. These serve as a significant medium to touch base with contemporary realities and developments, and to facilitate the permeation of thoughts and perspectives, not only among the University community, but also the larger society. A depiction of these is given below:

The renowned academicians and eminent scholars who spoke under the aegis of the University & Popular Lecture Series in the review period included:

- Prof. Dinesh Singh: Vice Chancellor and Prof. Of Mathematics, “Infinity and the Art of Counting”, 16 August 2012.

- Prof. Harish Trivedi: Department of English. “Reading Indian Literature: Reading Ourselves”, 25 September 2012.
- Prof. Jules Hoffmann: Nobel Laureate 2011 in Physiology or Medicine (shared with Bruce A. Beutler and Ralph M. Steinman), 8 October 2012.
- Prof. Aditya Malik: Visiting Professor, CIC, “Many Stories – Many Worlds: Oral Narratives and Cultural Communication in India”, 7 November 2012.
- Prof. Kumar Murty: Department of Mathematics, University of Toronto, 7 January 2013.
- Shri Navin Chawla: Former, Chief Election Commissioner of India, ‘Has India made a mockery of Democracy?’ by 10 February 2014.
- Prof. Abdul Haq: ‘Iqbal, The Humanist’, 13 December 2013.
- Shri Gopal Subramaniam: ‘Importance of Law and Constitution in Political Theory and Practice’, 18 September 2013.
- Prof. Harish Trivedi: Online Lecture Series with University of Edinburgh, pre-recorded lecture titled ‘Reading Indian Literature in a Globalized World’, 22 April 2013.
- Dr. Sam Pitroda, Prof. Michael Sandel and Prof. Dinesh Singh: Public Lecture on ‘National Knowledge Network’, 23 January 2013.
- Prof. Richard Davidson: ‘Change your brain by transforming your mind’ under D.S. Kothari Memorial Lecture, 25 October 2013.
- Prof. Balbir S Sihag: University of Massachusetts, Lowell, “Kautilya’s Proactive and Pragmatic Approach to National Security”, 24 October 2014.
- Mr. Rakesh Singh: NASA’s Johnson Space Centre in Houston. “A History of Spaceflights: Journey to the Moon”. January 7 & 8, 2015. Cluster Innovation Centre.
- H.E. Melba Pria: Ambassador of Mexico in India/ Sri Lanka/ Bangladesh/ Nepal and Maldives University Lecture Series - A lecture on "Mexico in the Twenty First Century", 22nd September, 2015.

### ***PERCIPIENCE* - Eminent Alumni Lecture**

The University of Delhi launched *Percipience* – Eminent Alumni Lecture Series so as to strengthen the continuing bond between the parent University of Delhi and its huge universal diaspora alumni. This lecture series is expected to enlarge and enrich the University’s meaningful relationship with the alumni.

The first in this series was an interactive session on March 1, 2017 with Padma Vibhushan Dr. Kapila Vatsyayan, who graduated from Hindu College in 1946 and completed Masters from English Department in 1948. Dr. Vatsyayan is a leading scholar of classical Indian Dance, Indian Art and culture and an art historian. She has authored nearly 20 books and 200 research papers. She has been the recipient of several awards and recognitions internationally and nationally including Padma Shri and Padma Vibhushan.

### **Ambassadorial Lecture Series**

With the objective of strengthening ties with the rest of the world and enhancing transnational exchange of ideas and intellectual resources in a mutually beneficial way, the University of Delhi in association with the Ministry of External Affairs (Policy Planning & Research Division) has launched an Ambassadorial Lecture Series.

The Series is a step towards creating an innovative learning environment at the University of Delhi. In furtherance to the 'Neighborhood Policy' of Govt. of India, the first Ambassadorial Session was held on March 31, 2017 on India-Nepal Relationship. The eminent speakers at the session were H.E. Mr. Deep Kumar Upadhyay, Ambassador, Nepal and Mr. Shiv Shankar Mukherjee (Ambassador of India to Nepal, 2004-2008). A galaxy of Ambassadors and External Affairs experts participated in the discussions including Mr. Jayant Prasad, Director General-IDSAs; Professor S. D. Muni, Professor Emeritus JNU and Mr. D. P. Tripathi, M.P. (Rajya Sabha).

The growing India-Nepal relationship was evident by a cultural extravaganza organized by students of Nepal at the University and a Nepali Food Festival on the occasion.

### **Evidence of Success of Social Outreach Practice**

The social outreach endeavour led to the following successful outcomes:

#### **1. Significant Societal Impact, including:**

- Resolution of problems and needs of neighborhoods and communities;
- Application based solutions to real life problems;
- Enhancement in well being and quality of life of communities, especially those from the vulnerable and marginalised constituencies;
- Increase in confidence of community groups in self help and participatory initiatives;
- Dissemination and transfer of knowledge and insights in multiple domains;
- Strengthening of policy, advocacy and initiatives in local, national and global agendas; and

- Forging of meaningful partnerships, networks and coalitions with community groups and civil society organisations.

**2. Enhancement in Student Learning, including:**

- Development of ability to link theory with practice;
- Inculcation of strong sense of civic responsibility/ engagement.
- Development of leadership, team work and collaborative spirit.
- Generation of respect for people from diverse ethnicities, religions, socio-economic backgrounds, etc.
- Development of empathetic approach towards marginalised sections;
- Integration of skills in planning, implementation, problem solving, evaluation and documentation;
- Development of innovative methods and creative use of programme media;
- Appropriation of research competencies, and
- Consolidation of belief in the values of social justice and human rights.

**Problems Encountered and Resources Required**

A notable challenge confronting this endeavour by the University pertains to the paucity of funds for expansion of outreach initiatives. Departments can perform more extensively and effectively if more funds and resources could be provided by the appropriate authorities. Community based infrastructure to strengthen community engagements is also desirable. Capacity building programmes for students and faculty and active networks with alumni can provide enhanced scope for meaningful work.