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स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

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SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED

'Dnyanteerth', Vishnupuri, Nanded - 431 606 (Maharashtra State) INDIA

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Fax : (02462) 215572

Academic-1 (BOS) Section

website: srtmun.ac.in

Phone: (02462)215542

E-mail: bos.srtmun@gmail.com

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Policy document laying down guidelines for introducing Case Study course on regional issues in Commerce and Management Science Faculty under the concept 'Fostering Social Responsibility & Community Engagement in Higher Educational Institutions in India' at SRTMUN.

Preface

Higher educational institutions (HEIs) can play an important role to achieve the objectives of socio-economic development of New India through their active community engagement. Accordingly, it is also important that institutional mechanisms are developed to adopt a holistic and functional approach for community engagement, encompassing all the three functions of HEIs—teaching, research and service.

Unnat Bharat Abhiyan (UBA), a flagship program of GoI, developed a report on “Fostering Social Responsibility & Community Engagement in Higher Education Institutions (HEIs) in India”. The report has emphasized the importance of socially relevant courses that will make all students understand India’s rural society, Government’s rural development schemes and contribute to the betterment of the same.

I am happy to present a policy document in the form of guidelines in tune with UBA 2.0 on “Fostering Social Responsibility & Community Engagement in Commerce and management Science Faculty at UG level” to the Academic Council of SRTMUN for review and final approval.

I would like to acknowledge the valuable contribution of Hon. Dean of the Faculty and all the members of this Committee in developing this document which suggests guidelines to strengthen social responsibility and community engagement of students in this university.

Prof. Vani Laturkar

Faculty of Commerce and Management Science,

Swami Ramanand Teerth Marathwada University, Nanded,

Maharashtra.

23rd May 2022

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1. INTRODUCTION

Unnat Bharat Ahiyaan (UBA) 2.0 was launched by the Ministry of Human Resource Development (MHRD), UBA 2.0 aims to bring a transformative change in rural development by the active participation of higher education institutes with rural communities and reorientation of communities through research and development. It was launched by the Government of India in February 2018. The University Grants Commission (UGC) set up a Subject Expert Group (SEG) on Curricular Reforms and Educational Institutions Social Responsibility for achieving the objectives of UBA 2.0 in June 2018.

To achieve the objectives of socio-economic development of New India, HEIs can play an important role through active community engagement. This approach will also contribute to improvements in quality of both teaching and research in HEIs in India.

1.1 Goals of Community Engagement in India

The **goals** of “fostering social responsibility and community engagement in HEIs” can comprise of

- Improving the quality of teaching/learning in HEIs, by bridging the gap between theory and practice through community engagement;
- Promoting deeper interactions between higher educational institutions and local communities for identification and solution of real-life problems faced by the communities in a spirit of mutual benefit;
- Facilitating partnerships between local communities and institutions of higher education so that students and teachers can learn from local knowledge and wisdom;
- Engaging higher institutions with local communities in order to make curriculum, courses and pedagogies more appropriate to achieving the goals of national development;
- Catalysing acquisition of values of public service and active citizenship amongst students and youth alike, which would also encourage, nurture

and harness the natural idealism of youth;

- Undertaking research projects in partnership with local community through community-based research methods.

1.2 Key Principles for Community Engagement

In light of the global and national approaches currently prevalent, the following key principles shall guide community engagement of HEIs:

- a. *Mutual learning and respect:*** Mutually agreed interests and needs of both rural communities and HEIs should be articulated and respected. While community learns from students and faculty engaging with them, students and teachers should also learn from community knowledge and experiences.
- b. *University-wide, in each faculty and discipline:*** Community engagement should not be limited to a few social science disciplines alone. It should be practiced across all disciplines and faculties of HEIs.
- c. *Credit-based for students:*** Participation of students in teaching activities of community engagement and research projects and learning should earn them credits.
- d. *Providing credit to Teachers for Engagement activities:*** Performance assessments of teachers, researchers and administrators in HEIs should include review of their involvement and contributions to community engagement in teaching and research.
- e. *Linkages with local institutions:*** In order to sustain regular community engagement programmes, HEIs should develop organic and long-term linkages with local institutions around them. These include local governments, district administration, local entrepreneurs, business and local NGOs.

2 OPERATIONAL GUIDELINES

This section provides operational guidelines for implementation of this national curriculum framework for fostering community engagement and social responsibility in HEIs.

Name of the course

Case Study: Community Engagement Course

It is recommended that the faculty conducts a compulsory 2 credit optional course to provide community engagement for undergraduate students so that their appreciation of rural field realities is holistic, respectful and inspiring. Such a course will enable students to learn about rural challenges and develop understanding of rural wisdom and life-style in a respectful manner.

Model community engagement course in the form of case study is described below:

2.1 OBJECTIVES OF THE COURSE:

- To develop an appreciation of rural culture, life-style and wisdom amongst students.
- To learn about the status of various agricultural and rural development programmes.
- To understand causes for rural distress and poverty and explore solutions for the same.
- To apply classroom knowledge of courses to field realities and thereby improve quality of learning.

2.2 LEARNING OUTCOMES:

After completing this course, student will be able to

- Gain an understanding of rural life, culture and social realities;
- Develop a sense of empathy and bonds of mutuality with local community;
- Appreciate significant contributions of local communities to Indian

society and Economy;

- Learn to value the local knowledge and wisdom of the community;
- Identify opportunities for contributing to community's socio-economic Improvements.

2.3 CREDITS IN A SEMESTER:

- Total 2 credits, total 30 hours (at least 50% in field).
- Introduced as option to SEC course at B.com. IV semester level.
- Course Structure: 2 Credits Course (1 Credit for Classroom and Tutorials and 1 Credit for Field Engagement)
- Per week lectures will be 3 hours out of which 1 will be in the form of classroom

Lecture/ group discussions/etc. and remaining 2 hours will be of field work by student.

2.4 EVALUATION PATTERN: Total 50 Marks

- **Continous internal assessment(CA) (Internal): 25 marks**
 - a. Two Tests of 05 Marks Each
 - b. Assignment / Tutorial / Seminar Presentation for 15 Marks of the case study undertaken.

- **End of Semester Exam (ESE) (University Exam): 25 Marks**

Viva voce based on field work done in reference to case study undertaken by the student. The committee for viva voce will consist of two members: the internal examiner (teacher concerned) and external examiner (from other colleges). The evaluation will be made by each member for 25 marks and then the final marks will be the average marks of these two examiners.

The external examiner will be entitled for Honorarium, TA and DA as per prevailing university rules.

2.5 CONTENTS OF THE COURSE:

Divided into four Modules, field immersion is part of each Unit:

S. No.	Module Title	Module Content	Assignment	Teaching/ Learning Methodology
1	Appreciation of Rural Society	Rural life style, rural society, caste and gender relations, rural values with respect to community, nature and resources, elaboration of "soul of India lies in villages" (Gandhi), rural infrastructure	Cleanliness, Use of renewable energy sources, Successful farming, SHGs, Water resource management, Education while working, etc.	- Classroom discussions - Field visit** - Assignments Map
2	Understanding rural economy & livelihood	Agriculture, farming, landownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets	Describe your analysis of rural household economy, its challenges and possible pathways to address them. For eg. MNREGA, Artisanship, Rural employment, Agro-based industries, tourism, use of technology, etc.	- Field visit** - Group discussions in class - Assignments

3	Rural Institutions	Traditional rural organisations, Self-help Groups, Panchayati raj institutions (Gram Sabha, Gram Panchayat, Standing Committees), local civil society, local administration	How effectively are Panchayati raj institutions functioning in the village? What would you suggest to improve their effectiveness? Present a case study (written or audio-visual). For eg. Local Governance, Audit and internal control system, District Banks, APMCs, etc.	<ul style="list-style-type: none"> - Classroom - Field visit** - Group presentation of assignment
4	Rural Development Programmes	History of rural development in India, current national programmes: Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swachh Bharat, PM Awaas Yojana, Skill India, Goshala, Gram Panchayat Decentralised Planning, NRLM,	Describe the benefits received and challenges faced in the delivery of one of these programmes in the rural community; give suggestions about improving implementation of the programme for the rural poor.	<ul style="list-style-type: none"> - Classroom - Each student selects one program for field visit** - Written assignment

		MNREGA, etc.		
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**** RECOMMENDED FIELD-BASED PRACTICAL ACTIVITIES:**

- Interaction with SHG women members, and study of their functions and challenges; planning for their skill building and livelihood activities;
- Visit MGNREGS project sites, interact with beneficiaries and interview functionaries at the work site;
- Field visit to Swachh Bharat project sites, conduct analysis and initiate problemsolving measures;
- Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP);
- Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization;
- Visit Rural Schools / mid-day meal centres, study Academic and infrastructural resources and gaps;
- Participate in Gram Sabha meetings, and study community participation;
- Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries;
- Attend Parent Teacher Association meetings, and interview school drop outs;
- Visit local Anganwadi Centre and observe the services being provided;

- Visit local NGOs, civil society organisations and interact with their staff and beneficiaries;
- Organize awareness programmes, health camps, Disability camps and cleanliness camps;
- Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys;
- Raise understanding of people's impacts of climate change, building up community's disaster preparedness;
- Organise orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers and promotion of traditional species of crops and plants;
- Formation of committees for common property resource management, village pond maintenance and fishing.

3 TEACHING & LEARNING METHODS:

Reading & classroom discussions, Participatory Research Methods & Tools, Community dialogues, Oral history, social and institutional mapping, interactions with elected panchayat leaders and government functionaries, Observation of Gram Sabha, Field visits to various village institutions.

An indicative list of such new courses, compiled from various HEIs, is presented below:

- a) Understanding panchayats and constitutional mandate of local governance.
- b) Panchayat administration, Gram Sabha, Mahila Sabha, GPDP, local planning of basic services.
- c) Micro-finance, SHGs, system of savings and credit for local business, linkages to banks, financial inclusion.
- d) Rural – entrepreneurship, opportunities for small business in local communities, access to financial and technical inputs to new entrepreneurs.
- e) Renewable energy, access to household and community level solar and bio-mass systems for sustainable energy use.

- f) Participatory Monitoring & evaluation of socio-economic development programmes, cost-benefit analysis of project proposals.
- g) Participatory decentralised planning, GPDP, micro-level data analysis for new investments.
- h) Hygiene and sanitation, improving health and personal behaviours, locally manageable decentralised systems.
- i) Water conservation, traditional practices of storage and harvesting, new systems of distribution and maintenance.
- j) Women's empowerment, gender inequality at home, community and public spaces, safety of girls and women, access to skills, credit and work opportunities.
- k) Child security, safety and good parenting, nutrition and health, learning and training for child care.
- l) Rural Marketing, market research, designing opportunities for rural artisans and crafts, new products based on demand assessment.
- m) Community Based Research in Rural Settings, undertaking research that values local knowledge, systematises local practices and tools for replication & scale-up.
- n) Peri-urban development of informal settlements, mapping and enumeration, design of local solutions.

RECOMMENDED READINGS

Books:

1. Singh, Katar, Rural Development : Principles, Policies and Management, Sage Publications, New Delhi, 2015.
2. A Handbook on Village Panchayat Administration, Rajiv Gandhi Chair for Panchayati Raj Studies, 2002.
3. United Nations, Sustainable Development Goals, 2015 un.org/sdgs/
4. M.P. Boraian, Best Practices in Rural Development, Shanlax Publishers, 2016.

Journals:

1. Journals of Rural development, (published by NIRD & PR Hyderabad)
2. Indian Journal of Social Work, (by TISS, Bombay)
3. Indian Journal of Extension Education (by Indian Society of Extension Education)
4. Journal of Extension Education (by Extension Education Society)
5. Kurukshetra (Ministry of Rural Development, GoI)
6. Yojana (Ministry of Information and Broadcasting, GoI)

Annexure – 1: Composition of the Committee

1. **Prof. Vani N. Laturkar**..... **Chairman**
Associate Dean,
Faculty of Commerce and Management Science,
Swami Ramanand Teerth Marathwada University, Nanded.
Email: vani.laturkar@fulbrightmail.org, vanilaturkar@srtmun.ac.in
2. **Dr. Harichandra Patange**.....**Member**
Department of Commerce,
Yeshwant College , Nanded
3. **Dr. Sambhaji Jadhav**..... **Member**
jadhavss28@rediffmail.com
4. **Dr. S. S. Dhembre** **Member**
sukeshdhembre@gmail.com
5. **Dr. B.S. Gite**..... **Member**
drbsgite@gmail.com

6 **Dr. M.S. Rode..... Member**

mohanrode@gmail.com

7. **Dr. S. V. Dongare..... Member**

shivajidongare@yahoo.co.in

8. **All other BoS Chairman of the Faculty.....Member**