

Implementation of the UGC Guidelines on Fostering Social Responsibility and Community Engagement in Higher Education Institutions 2.0

INTRODUCTION

In a world constantly evolving and facing diverse challenges, the need for holistic education extends beyond traditional classroom boundaries. St Aloysius (Deemed to be University) Mangaluru recognizes the imperative for a comprehensive approach to learning that not only imparts academic knowledge but also in-stills in students a deep sense of social responsibility, ecological sensitivity, and emotional balance. The Extension Services at our institution serve as a pivotal bridge connecting the academic realm with the broader community, addressing societal needs and fostering a spirit of civic engagement.

Through the Extension Services at St Aloysius (Deemed to be University) Mangaluru, the students and staff extend a helping hand to those in need, creating a bridge between the campus and the broader community. Beyond the direct benefits conferred, participation in these services offers students the chance to cultivate qualities of social responsibility, ecological awareness, and emotional equilibrium.

St Aloysius (Deemed to be University) boasts a comprehensive array of extension programs, including **Sahaaya for undergraduate students, Rural Immersion for postgraduate students and Community Programmes in Adopted Villages under the UBA project, and Professional Listening (Counselling) services for students, staff, and parents.**

At the heart of our extension efforts are two pivotal centres – the Centre for Social Concern and Centre for Environmental Concern – each orchestrating a spectrum of programs within the college premises and beyond simultaneously, the Department of Counselling, staffed with six dedicated counsellors, attends to the psychological and emotional needs of students across the various blocks of the college.

1.1 Sahaaya for UG Students

Sahaaya, a flagship initiative, empowers students to actively contribute to social well-being and awareness of societal responsibilities. Implemented through Extra Curricular (EC)/Co-Curricular (CC) Associations. These associations oversees 10 to 15 sub associations, serving as conduits for the execution of Sahaaya Activities.

Demonstrating our unwavering commitment, every student is expected to dedicate 40 hours to social service over two semesters, with 20 hours allocated to the second semester and 20 hours to the third. This breakdown includes one hour for orientation, 3 hours of Mentoring, 2 hours of reflection and fourteen hours of Sahaaya Exposure activities.

These exposure activities span a wide spectrum, encompassing organizing awareness programs in schools, colleges, and communities on educational, health, environmental and social issues. Students also engage with the residents of care and support centres, addressing the needs of the underprivileged, elderly, orphanages, de-addiction, and rehabilitation centres. Furthermore, they actively participate in environmentally conscious activities and conduct right-based campaigns, walkathons, cyclo-walkathons, rallies, and more.

In essence, St Aloysius University's Extension Services embody a holistic approach to education, fostering a sense of social consciousness and responsibility among students while making a tangible impact on the lives of those in our extended community. It is also important that institutional mechanisms are developed to adopt a holistic and functional approach to community engagement, encompassing all three functions of HEIs—teaching, research and service.

India is a signatory to the global commitment for achieving Sustainable Development Goals (SDGs) by 2030. Achieving these 17 SDG goals requires generating locally appropriate solutions. HEIs can play significant roles by teaching about SDGs and undertaking locally prioritised research for communities around them. Research and teaching of each SDG will enable multi-disciplinarily in HEIs, as each SDG cuts across several academic disciplines.

- a) St Aloysius (Deemed to be university) Mangaluru always encouraged Educating the Generation to make the SDGs a reality, with the necessary knowledge, skills, competencies and partnerships, thereby helping to produce new SDG leaders;

- b) Conducting transversal reviews and refinements of curricula to ensure the mainstreaming of SDG issues across curriculum, and including new values and practices for economic development that enhance social equity while reducing environmental risk.

1.2 Community Engagement in St Aloysius

The Centre for Social Concern was established in 2008 as an outreach centre of St Aloysius College (Autonomous) Mangaluru (Now Deemed to be University). It is an active centre of the university, which works for the marginalized addressing their need and bringing about social awareness among students and staff of the college. Each activity organized by the Centre aims at creating social consciousness to inculcate social values in students and staff. At present the Centre extends its services to ten villages that come under five Panchayaths and wards of the Mangalore City Corporation.

The Centre for Social Concern organizes an innovative student's outreach programme SAHAAYA for Under Graduate Students of the College. This programme demonstrates the crux of Jesuit Education with its emphasis on **Context-Experience-Reflection-Action-Evaluation**. The Centre has built a strong college neighbourhood network and students are able to establish contact with their immediate environment and find a link between education and community service.

- a) **Vision:** To develop a sense of social responsibility among the students to create a humane society with compassion and commitment.
- b) **Mission:** To reach out to the neediest of the society and provide them support by:
- Creating awareness among students about in social problems and issues
 - Challenging students to realize their social responsibility.
 - Creating social consciousness and inculcating social values among students and staff.
 - Providing opportunities for active participation of students and staff for empowering the marginalized sections of society.

c) Initiatives of Centre for Social Concern:

- **SAHAAYA:** 40 Hours Programme for the Under Graduate students to create a Sense of Social Responsibility.
- **UNNAT BHARATH ABHIYAN:** Village Adoption under UBA Programme.
- **RURAL EXPOSURE:** Five Days Village Experience for the Post Graduate students.
- **ONE RUPEE COIN REVOLUTION:** By the students and staff to assist the needy.
- **WE CARE:** Student Volunteer Group for the benefit of Under Graduate students.

d) Centre for Environmental Concern

The Centre for Environmental Concern was established on March 15, 2021 as an outreach centre of St Aloysius (Deemed to be University) Mangaluru. It is actively engaged in working for the Green campus. It is a concept to build sustainable living practices that are environmental-friendly among staff and students of the college. Each activity organized by the Centre aims at creating environmental consciousness that inculcates values in students and staff. At present the Centre is actively involved in training students to realise the significance of waste segregation and its management. The Centre for Environmental Concern organizes an innovative student outreach programme SAHAAYA for Under Graduate Students of the college.

e) Vision: To sensitize staff, students and general public towards preserving and conserving nature for sustainable development.

c) Mission:

To undertake activities to promote environmental consciousness through:

- Waste segregation and management
- Awareness and understanding of the current climate crisis
- Awareness on preserving natural resources
- Practice of sustainable lifestyle for a better future

d) Initiatives of Centre for Environmental Concern

- **SAHAAYA:** 40 hours of Programme for Under Graduate students to create a sense of Environmental Consciousness.

- **ECO WARRIOR:** student Volunteer Group for the benefit of Under Graduate students.

The goals of ‘fostering social responsibility and community engagement in HEIs’ 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 education institutions with local communities in order to make curriculum, courses and pedagogies more appropriate to achieve the goals of national development;
- Catalysing acquisition of values of public service and active citizenship amongst students and youth, 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.

1.3 Key Principles for Community Engagement in St Aloysius (Deemed to be University) Mangaluru

- a) ***Mutual learning and respect:*** living along with the families in villages of Mundgod and Hangal, Utthar Karnataka creates mutual understanding, learning and respect takes place. Being one with them helps to experience the real life endeavours of rural communities.
- b) ***University-wide, in each faculty and discipline:*** Community engagement in St Aloysius University is concerned towards the all disciplines both UG and PG. where the faculties learn to promote the community engagement in research and teaching.

- c) ***Credit-based for students:*** Community engagement participation includes meeting their graduation requirements and it integrated into their assessments.
- d) ***Linkages with local institutions:*** In order to sustain regular community engagement programmes, St Aloysius University is organising long-term linkages with local institutions. These include local governments, district administration, local entrepreneurs, businesses and local NGOs.

1.4 Forms of Community Engagement

a) **Linking learning with community service:**

In this approach, students and teachers apply their knowledge and skills in a chosen community to improve the lives of people in that community. This can be achieved through the model of 'service-learning' providing engagement opportunities to students from various disciplines and courses to apply their knowledge to address the challenges of a specific community. For example, students of food science from St Aloysius conducted diet plans for rural community in local areas and shared the results with the local community.

b) **Linking research with community knowledge**

In this approach, various faculties of St Aloysius organized a joint research projects in partnership with the communities and local agencies. The community's own knowledge is integrated into the design and conduct of the research. New research by students helps them to complete their academic requirements, and at the same time the community's knowledge is systematized. For example Students of Social Work, have undertaken research in partnership with the community on "Protection of Children from Sexual Offenses Act 2012" at Pilathabettu and Kavalapaduru villages of Dakshina Kannada.

c) **Knowledge sharing and knowledge mobilization**

The knowledge available with students and teachers in various disciplines is

made available to the local community to realize its developmental aspirations, secure its entitlements and access its benefits from various agencies and schemes. It has taken the forms of enumerations, surveys, awareness camps and campaigns, training, learning manuals/films, maps, study reports, public hearings, policy briefs, cleanliness and hygiene teachings, legal aid clinics, etc. For example, students of Bio-Technology undertaken a nutrition survey for mothers and children, and educate them about hygiene and nutrition at Hangal, Utthar Karnataka.

d) Devising new curriculum and courses

St Aloysius (Deemed to be University) Mangaluru, have developed new curricula in existing courses as well as design new courses to engage with the community. This enriches the curriculum of existing courses through locally-appropriate subject matter. It also creates new, locally appropriate educational programmes that interest a new generation of students. For example, new courses on financial inclusion, entrepreneurship development and nutritional value of local produce can improve knowledge and business opportunities for students.

e) Including practitioners as teachers

The faculty members of various disciplines from St Aloysius University, have enormous practical knowledge of a wide variety of issues like plantation, experience in paddy, forestry, micro-planning, water-harvesting and project management. This practical knowledge of the faculty members are duly recognized, compensated and respected for their practical experience and knowledge.

f) Social innovations by students

The students are encouraged to initiate learning projects with a social impact and supported by the university. Incubation of such social innovation projects by the students have been recognized by the university linked to existing curriculum and courses.

2.0 Operational Guidelines

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

Support to the framework and its operational guidelines of the UGC scheme are so described in the NEP 2020:

“Higher Education plays an extremely important role in promoting human as well as societal wellbeing and in developing India as envisioned in its Constitution- a democratic, just, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation.

A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence. (Pg 33)”

This section contains four sub-sections:

- 1.1 Recommended Curriculum for a new course in community engagement for all UG and PG students in HEIs.
- 1.2 Suggestions for modifying existing courses and curriculum to align with the national framework outlined above.
- 1.3 Offering new courses for promoting community engagement and social responsibility.
- 1.4 Undertaking research in partnership with the local community.

2.1 New Course on Community Engagement and Social Responsibility

The title of the course will be Community Engagement and Social responsibility. It is recommended that each HEI conducts a course to provide community engagement to all Undergraduate and Post Graduate students so that their appreciation of rural field realities is holistic, respectful and inspiring.

The model community engagement course is described below.

a) Introduction

New generation of students are increasingly unaware of local rural and peri-urban realities surrounding their HEIs, as rapid urbanisation has been occurring in India. A large percentage of Indian population continues to live and work in rural and peri-urban areas of the country. While various schemes and programmes of community service have been undertaken by HEIs, there is no singular provision of a well-designed community engagement course that provides opportunities for immersion in rural realities. Such a course will enable students to learn about challenges faced by vulnerable households and develop an understanding of local wisdom and lifestyle in a respectful manner

b) Objectives:

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

c) Learning Outcomes

After completing this course, students will be able to

- Gain an understanding of rural life, Indian culture and ethos and social realities
- Develop a sense of empathy and bonds of mutuality with the 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

d) Credit

2 credit, 30 hours, at least 50% in the field, for all students

e) Contents

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

Course Structure: 2 Credits Course (1 Credit for Classroom and Tutorials and 1 Credit for Field Engagement)

Sl. No	Module Title	Module Content	Assignment	Teaching/ Learning Methodology	No. of Classes
1	Appreciation of Rural Society	Rural lifestyle, rural society, caste and gender relations, and values with respect to community, environment, resources, distribution of land and its use in villages (Gandhian), rural infrastructure.	Prepare a map (physical, visual or digital) of the village you visited and write one essay about inter-family relations in that village.	– Classroom discussions – Field visit* – Assignment: Map	2 4 2
2	Understanding rural and local economy and livelihood	Agriculture, farming and ownership, water management, animal husbandry, non-farm livelihoods and artisans, rural enterprises, rural markets, migrant labour.	Describe your analysis of the rural house (old economy), its challenges and possible pathways to address. Circular economy and migration patterns.	– Field visit* – Group discussions in class – Assignment	3 4 1
3	Rural and local Institutions	Traditional rural and community organisations. Self-help Groups, Panchayati raj institutions (Gram Sabha, Gram	How effectively are Panchayati Raj and Urban Local Bodies (ULBs) institutions	– Classroom – Field visit* – Group presentation of assignment	2 4 2

		Panchayat, Standing Committees), Nyaypanchats and Nari Adalats, people's participation in local governance and administration.	functioning in the village? What would you suggest to improve their effectiveness? Present a case study (written or audio-visual).		
4	Rural and National Development Programmes	History of rural development and current national programmes in India: Sansad Adarsh Gram Yojana, Beti Bachao, Beti Padhao, Ayushman Bharat, Swachh Bharat, Digital India, Gram Panchayat Development Plan, PM Rural Skill Programmes, National Rural Livelihood Mission (NRLM), Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), SHG, MGNREGA, Jal Jeevan Mission, National Social Assistance Programme (NSAP), Fund for Regeneration of Traditional Industries (SFURTI), Rurban, etc.	Understand the benefits received and the challenges faced in the delivery of one of these programmes in the village: suggest ways to improve outreach and implementation. Prepare a note on special focus of the programme for the weaker sections and migrant households.	- Classroom teaching: selected students prepare for field visit - Written assignment	2 4 2

After completing this 2 credit course (one credit theory and one credit field work), PG students can undertake a field project for additional 2 credits on any one topic appropriate to their regional community context.

Assessment:

Readings from e-content and reflections from field visits should be maintained by each student in a Field Diary. Participation in Field Visits should be allocated 30% marks; group field project should have 40% of total marks; presentation of field project findings to the community institution should have 30% of total marks.

Themes for PG field-based research are listed below:

- Functioning of School Management Committees • Effectiveness of Gram Sabha meetings
- Contributions of Village Health Sanitation and Nutrition Committees in supporting Anganwadi
- Maintenance of traditional water bodies
- Village governance of common grazing lands
- Safety of girls in public spheres
- Competitive mechanisms for marketing of agricultural produce
- Potential use of digital technology in market information
- Quality of functioning of Common Service Centres
- Opportunities for natural resource-based entrepreneurship
- Inventorising 'Recognition of Prior Learning' for skilling programmes relevant for local economy

The field research should be conducted using community-based participatory research methodology in partnership with local community institutions and relevant public agencies so that the findings of research are shared with them and they develop ownership of the same.

**** Recommended** field-based practical activities (Both at UG and PG level):

- Interaction with Self Help Groups (SHGs) women members, and study their functions and challenges; planning for their skill-building and livelihood activities;

- Visit Mahatma Gandhi National Rural Employment Guarantee Act 2005 (MGNREGS) project sites, interact with beneficiaries and interview functionaries at the work site;
- Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving 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, digital divide 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;
- Visit to local Nagarpalika office and review schemes for urban informal workers and migrants;
- 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 and building solar powered village;
- 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, promotion of traditional species of crops and plants and awareness against stubble burning;
- Formation of committees for common property resource management, village pond maintenance and fishing;

- Identifying the small business ideas (handloom, handicraft, khadi, food products, etc.) for rural areas to make the people self reliant.

f) Teaching and Learning Methods

A large variety of methods of teaching must be deployed.

An ICT based online module needs to be prepared for self-paced learning by students for one credit which can be supplemented through discussions in the classroom.

Reading and classroom discussions, Participatory Research Methods and 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 (see Section -3 Implementation Strategy).

2.2 Adapting Existing Courses for Community Engagement

The purpose of teaching is to enable the learning of students. However, the reality of the present system of teaching in most HEIs is that students are taught only in the classroom style delivery of content. Using advances in teaching aids, infrastructure, updated curricula and pedagogies, students should be able to relate what they study in the classroom to the field realities in which they live and where they would work in future. Therefore, it is important that the classroom theory is linked to the realities of the local field areas. Thus, existing courses can be adapted, both in content and pedagogy, for community engagement to facilitate learning from the field. For instance, a management curriculum may include aspects of micro-financing in a rural context; chemistry syllabus can have a component of conducting water and soil analysis in surrounding field areas; political science syllabus could include a mapping of local rural governance institutions and their functioning.

In terms of adapting all courses to engage with society for mutual learning in the context of the climate crisis and the Covid-19 pandemic, the NEP 2020 suggests:

“Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living (Page 37).”

In all these courses, localisation of content and field work through community engagement can be included. Practical internships and field studies can also be used to document and analyse local community innovations and solutions. Local knowledge of farming, livestock, forestry and water management practices can be a source of knowledge in such community engagement, and documentation of the same will make these available to others in the country.

One of the essential prerequisites for HEIs to fulfil the twin mandates of improved quality of learning of students and their practical contributions to the socio-economic development of the nation is to introduce such dynamic curricular reforms which facilitate the connection between classroom theory and field realities. Within existing courses being taught at HEIs, community engagement may provide better quality learning opportunities for students, while also contributing to service to the local community.

Keeping local realities in view, HEIs can develop new contents in existing courses which make them more relevant to students from the local areas and also be useful to the local community. This will not only enrich the curriculum of existing courses through locally-appropriate subject matter, but will also create new, locally appropriate course content that is useful to local community.

Even within the existing curriculum and syllabus, community engaged learning can be facilitated through the use of new and innovative teaching-learning methods. The pedagogies of engaged and experiential learning can be designed in each course and discipline. These include field labs, internships, participatory action research, service-learning, community projects, etc. Engaged teaching entails the interaction of students with the curriculum and the world around the university. An engaged, outward, trans-

disciplinary stance will enable enriching the curriculum and promoting learning in multi-modal pedagogies in addition to the classroom and laboratories. Therefore, new approaches to learning based on dialogical, co-learning, participatory and problem-oriented methods are required for teaching the existing curriculum. If a part of the theory is complemented with field-based application, the value and usability of the theory increases manifold. This will improve the quality of learning through application of classroom theory in field realities. It will also contribute to the deeper sensitisation of students and faculty to the socio-economic realities of our nation. The wisdom, knowledge and expertise of local communities and practitioners will also thus become accessible to students and their teachers alike.

2.2 Existing Courses for Community Engagement

Sl.No	Name of the Courses
1.	Sociology of Rural Life in India
2.	Sociology of Marginalised Groups
3.	Social Entrepreneurship
4.	Tribal Society
5.	Society of Karnataka
6.	Case Work Practice
7.	Group Work Practice
8.	Concurrent Fieldwork Practicum – I
9.	Concurrent Fieldwork Practicum –II
10.	Tribal, Rural and Urban Development
11.	Citizen Participation and Local Self Governance
12.	Concurrent Fieldwork Practicum –III
13.	Counselling: Theory & Practice
14.	Concurrent Fieldwork Practicum –IV
15.	Social Psychology
16.	Social Work Field Practicum – I
17.	Social Work Field Practicum – II
18.	Social Work Field Practicum – III
19.	Social Work Field Practicum – IV

20.	Social Work Field Practicum – V
21.	Social Work Field Practicum – VI
22.	Social Work Field Practicum – VII
23.	Community Organisation & Social Action
24.	Social Work Field Practicum – VII
	The Science of Personality
25.	Development through Life-I (Practical)
26.	Development through Life-II (Practical)
27.	Community Psychology
28.	Social Psychology
29.	Health Psychology
30.	Advanced Reporting & Editing
31.	Development Communication
32.	Introduction to Audio Visual Media
33.	Community Radio Production
34.	Rural Marketing
35.	Social Marketing
36.	School Exposure
37.	Community Living Camp
38.	School Attachment
39.	School Internship

2.3 Offering New Courses

Effective engagement between local communities and HEIs calls for dynamic revision of curriculum and introduction of new courses. Therefore, HEIs need to design and introduce new courses at undergraduate and post-graduate levels which foster social responsibility and enable community engagement. For instance, new courses for engineering students may be designed focusing exclusively on water harvesting, storage, security and distribution; management programmes may design a new course on logistic and business planning for sustainable 24x7 water supplies to rural habitations, etc. Courses on solid and liquid waste management, design of new toilets, and low-cost housing materials are all examples of such new courses which enable community engagement by students. To tap local knowledge, new courses can enable the

systematisation of local community knowledge (like folk medicine for the treatment of household animals).

These can be short-term certificate courses, or integrated into the existing syllabus. By their very nature, such courses are trans-disciplinary and require community engagement activities by students. Additionally, new courses which teach about Sustainable Development Goals (SDGs) will provide local understanding about some of these goals to students, in addition to learning about Agenda 2030.6

The NEP 2020 also emphasises the alignment of teaching and research with SDGs as below:

“The global education development agenda reflected in Goal 4 (SDG 4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015- seeks to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’ by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning, so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved (Page 3).”

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, Gram Panchayat Development Plan (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 and evaluation of socio-economic development programmes, and cost-benefit analysis of project proposals.
- g. Participatory decentralised planning, Gram Panchayat Development Plan (GPDP), and micro-level data analysis for new investments.
- h. Urban informal settlements and basic services.
- i. Migrant workers’ livelihood security and social services.

- j.* Hygiene and sanitation, improving health and personal behaviours, locally manageable decentralised systems and awareness against stubble burning.
- k.* Water conservation, traditional practices of storage and harvesting, new systems of distribution and maintenance.
- l.* Women's empowerment, gender inequality at home, community and public spaces, safety of girls and women, access to skills, credit and work opportunities.
- m.* Child security, safety and good parenting, nutrition and health, learning and training for child care.
- n.* Rural Marketing, market research, designing opportunities for rural artisans and crafts, and new products based on demand assessment.
- o.* Community Based Research in Rural Settings, undertaking research that values local knowledge, systematises local practices and tools for replication and scale-up.
- p.* Peri-urban development of informal settlements, mapping and enumeration, design of local solutions.

Offering New Courses

Sl.No	Name of the Courses
1	Legal Literacy in India (Political Science)
2	Elements of Indian Democracy (Political Science)
3	Community Organisation & Social Action (Social Work)

RESEARCH IN PARTNERSHIP WITH LOCAL COMMUNITY

Department of Social Work has partnership with over 30 institutions in and around the City. These institutions include Non Governmental Organizations, industries, hospitals, Panchayaths and wards under the City Corporation. Every student of Social Work under the supervision of the faculty puts in 220 hours of work in a semester in these institutions. Hence the collaboration of the department with these institutions helps in training students, undertaking collaborative research and addressing the issues of the society collectively.

Research being a significant component of Post Graduate studies in Social Work every student completes a minor research project either in these organisations or in the communities where they belong to. Efforts are put in to undertake research in

partnership with local communities to access local needs and contribute to the existing knowledge. One of the example would be in 2025 two students specializing in Community Development have undertaken research project in collaboration with the City Corporation to study the impact of Night shelters and reproductive health of female city makers. Both the reports are submitted to the Commissioner of City Corporation and the findings will be beneficial in designing better strategies for the welfare of the migrants.

Similarly a total of 21 students of 2023- 2025 batch have carried out research studies in schools, villages and within the local urban community.

Themes	Total studies	Local Community
Health and wellbeing (Physical mental wellbeing of youth, adolescents, reproductive health of, menstrual hygiene among teenagers, mental health of employees of various sectors)	9	Mangalore City Good health and wellbeing
Work Conditions and growth (Socio economic conditions and economic growth of fishermen, migrants, tribal migrants, beedi rollers, delivery partners of online firms and farmers)	6	Mangalore city, and local rural communities (understanding decent work and economic growth)
Gender equality and empowerment	3	Mangalore city and rural community
Quality education	3	Migrant students in the city

These projects highlight the SDGs of health and wellbeing, work conditions and economic growth, Gender equality and empowerment and quality education.
