



# **SAVITRIBAI PHULE PUNE UNIVERSITY**

( formerly University of Pune )

**Department of Adult, Continuing Education & Extension**



**Annual Report 2015-16**

## From the Director's Desk .....

Savitribai Phule Pune University (Formerly University of Pune) was established as the University for catering the cultural and educational needs of then Bombay Province which was Marathi speaking in region. Since the beginning of University, with the intension of Social Commitment University initiated Extra-Mural Studies as a Social Commitment. Since 1977 the University Grants Commissions adopted extension as the important dimension of higher education. These two important and Novel principals led for establishment and development of Department of Adult, Continuing Education & Extension.



I would like to present a comprehensive report of the Department of Adult, Continuing Education & Extension for the year 2015-16, which includes field outreach activities conducted at university level, college level and community level also. Special efforts were taken in implementing several extension activities at NGO level. Diploma in Tribal Development Course is also being launched successfully. Five students are registered for Ph.D. in the subject of Adult, Continuing Education & Extension ( Interdisciplinary). We have a rich collection of books, journals & A/V material in departmental library. This is the thing of pride.

All these field outreach and academic activities are very much fruitful in social education and social development.

I must mention gratitude of Hon'ble Vice-Chancellor Prof. W. N. Gade for inspiring us in this social oriented work. He has given a motivational message for this report. New well equipped building for the department is being constructed in university campus. It's foundation stone was laid down by the Vice-Chancellor on August 22, 2015. The Board of Adult, Continuing Education & Extension gives valuable suggestions for implementing the extension programmes. I am thankful to all the members of Board of Adult, Continuing Education & Extension. I whole-heartedly thank the Director, B.C.U.D., Registrar, Finance & Accounts Officer, Controller of Examination and other University Authorities for supporting our department. With the support of Principals/Directors/Heads of affiliated colleges, institutions and NGOs, we obtain success in extension programmes.

I mention gratitude towards all Faculty and Administrative Staff of our department for co-ordinating these activities. Their collective efforts resulted into smooth and effective implementation of the programmes. Prof. Satish Shirsath took efforts for compiling and editing this report.

A handwritten signature in black ink, appearing to read 'Dhananjay Lokhande'.

**Dr. Dhananjay Lokhande**  
Professor-Director & Head



## **Savitribai Phule Pune University** (Formerly University of Pune)



### **Message**

The first National Education Policy of India came in to existence in 1948. Several changes took place in it according to time and we are on the threshold of revising the same; for that we have received suggestions from UNESCO ( in the last decade of twentieth century ).

The Education in India focuses on quality and quantity of it. Along with, it also suggests for social service too.

I am proud to mention that, besides working in development of higher education, Savitribai Phule Pune University rigorously strives for social commitment since its inception (i.e. 1949).

Through several departments and units, community oriented and socially useful programmes are executed. The role of Department of Adult, Continuing Education & Extension in it is prominent.

The involvement of affiliated colleges and institutes is ever increasing in it. Along with these institutes, the involvement of NGOs is promising. The Department of Adult, Continuing Education & Extension conducts several field outreach activities, academic initiatives and applied research studies to indentify social problems. Based on them, the modalities for work are chalked out.

The collective efforts of affiliated colleges and institutes, NGOs, the students and teachers from higher education are rightly seen in the Annual Report of this department 2015-16.

I expect from all faculty members ( in the university ) that they will contribute in socially related programmes too.

I hereby give my best wishes to this socially useful and nationally important endeavour of Department of Adult, Continuing Education & Extension.



**Prof. W. N. Gade**  
Vice Chancellor

## Editorial....

I am happy in compiling and editing a valuable information and presenting an Annual Report of Department of Adult, Continuing Education & Extension for the year 2015-16.

Extension has been accepted as an important dimension of Higher Education by UGC. We see the introduction of 'Extension' by UGC since 1960s. Nevertheless, our university has accepted the concept of social commitment since its inception. The Department of Adult, Continuing Education & Extension has been formed through the UGC guidelines. However, its roots are seen in the inception of our university. It is rightly reflected in the present Annual report of the Department.

The department conducts socially relevant and socially useful programmes of enlightenment through university departments, affiliated colleges & institutions and NGOs & voluntary organizations.

In report year, twelve different programmes were conducted at university level. They contain National level seminars and workshops on the occasion of 125<sup>th</sup> birth anniversary year of Dr. Babasaheb Ambedkar (who is supposed as a great democrat, architect of Indian Constitution and champion of social justice) as well as, enlightenment seminar & discourse on the birth anniversary of (first Director of the Department of Adult, Continuing Education & Extension of our University) Dr. Bhalchandra Phadke.

Strong ties with affiliated colleges and institutions are always supportive. Several socially relevant activities were implemented at colleges and institutions. For that, more than twenty themes are developed by our department. These subjects are suggested by the university and evolved by recommendations of stakeholders.

The statistical information of the programmes reflects the variety in nature of them. eighty nine different activities were implemented through fifty five colleges & institutions at different levels. Besides colleges and institutions, NGOs have come forward and involved in the Extension programme of the university. Our committed and academically strong faculty members are engaged in research projects besides regular extension and teaching work. Administrative staff is also keen in carrying out their responsibilities regarding development of the department. The collaborative efforts of staff members and students of our department has brought success which reflects in this Annual Report. Diploma in Tribal Development and Ph.D. Programme is run by the Department. In short, Extension culture is being nurtured by our University and department in academic community and society .....



A handwritten signature in black ink, appearing to read 'Satish Shirsath' with a stylized flourish at the end.

**Dr. Satish Shirsath**  
Editor





# **Savitribai Phule Pune University**

Department of Adult, Continuing Education & Extension

## **Annual Report 2015-16**

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## **Department of Adult, Continuing Education & Extension**

### **STAFF OF THE DEPARTMENT**

#### *Faculty Members :*

- ❖ **Dr. Dhananjay Lokhande** - **Professor - Director and Head**
- ❖ **Dr. Satish Shirsath** - **Professor**
- ❖ **Dr. Bhoumik Deshmukh** - **Professor**
- ❖ **Dr. Vilas Adhav** - **Professor**
- ❖ **Dr. Navnath Tupe** - **Assistant Professor**
- ❖ **Dr. P. Viswanadha Gupta** - **Assistant Professor**

#### *Administrative Staff :*

- ❖ **Smt. Surekha Bendre** - **Senior Stenographer**
- ❖ **Shri. Mangesh Shukre** - **Technical Assistant**
- ❖ **Smt. Ulka Pathak** - **Assistant Section officer**
- ❖ **Smt. Neelima Salvi** - **Junior Assistant**
- ❖ **Shri. R. D. Shaikh** - **Peon**

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## 1.Glimpses of the Department.....

यः क्रियावान् स पण्डितः (learned person is one who is ceaselessly active) is the motto of the Savitribai Phule Pune University(then Poona University), which is established in 1949. Since its inception, the University has put objective of 'Social Commitment' while attaining excellence in higher education. The University Grants Commission (UGC) accepted 'Extension' as the important dimension of higher education besides Teaching and Research. In the Policy document (1977) the UGC states, "If the University system has to discharge adequately its responsibilities to the entire educational system and to the society as a whole, it must accept extension as the third important responsibility and give it the same status as research and teaching. This is a new and extremely significant area, which should be developed on the basis of high priority". These two noble principles i.e. social commitment (by the University) and extension (by the UGC) are the source for emergence and development of department. Along with several community oriented activities, Continuing Education Programme was started in the University in 1972 with the objectives of social awakening & sensitization and imparting need based courses to various groups in the society. It was the beginning of the Department. Through Continuing Education, several programmes were implemented such as,

- ❖ Skill Development Courses
- ❖ Courses for income generation
- ❖ In-service training programmes
- ❖ Hobby Courses
- ❖ Programmes for social awareness
- ❖ Programmes for enhancement in particular field
- ❖ Programmes for interaction of community with students from University & Colleges

The Continuing Education programme which was innovative in nature was successful in strengthening bonds of higher education with society. The historically important UGC policy of 1977 was followed the National Adult Education Programme (NAEP), which was introduced by the Government of India. The Department was actively involved in the implementation of NAEP. It became very successful and popular, through which the involvement of people in general and students volunteers got increased on large scale. It also sought and participation of Non-Government Organizations, Voluntary Agencies, Government Department, mass media and individuals on large scale. Spreading of 'Social Awareness', inculcation of 'Functionality' and imparting 'Literacy Skills' were the objectives of NAEP. Gradually the nature of Adult Education programme got changed according to UGC guidelines. However the Department was always at the forefront is implementing Adult Education Programme on massive scale at rural, tribal and urban communities. The scope of the programme got widened and it became a movement of committed youth for spread of literacy along with social transformation. Several success stories of Social Enlightenment and Mass Awareness came up. Both press & electronic media highlighted some of the endeavours. Village Development Programmes were organized at colleges.

Two other programmes were added

- ❖ Planning Forum (PF)
- ❖ Population Education Club (PEC)

The objective of planning forum was to acquaint the students with the planning process from home to nation. Population Education Club Programme aimed to sensitise the students regarding growth of population and the imbalance in resource utilization. The UGC bestowed the responsibility of Population Education Resource Centre (PERC) on Department. It was expected from PERC to provide academic support to PECs in Maharashtra state (Excluding Mumbai). In 1989-90 the Department of Adult, Continuing Education & Extension integrated following programmes under one umbrella.

- ❖ Adult Education (AE)
- ❖ Continuing Education (CE)
- ❖ Population Education Club (PEC)

Jana Shikshan Nilayams (JSN) were set up as 'Community Centers'. This activity was linked to AE, PEC, & CE. This 'Area Development Approach' was introduced by UGC. Mass Programme for Functional Literacy (MPFL) was another innovative programme which was undertaken by the Department. Existing Centre-based Adult Education Programme was supported with MPEL. The approach of MPEL was 'Each One Teach Group'.

According to the National Policy, Total Literacy Campaign (TLC) was implemented throughout the country. Pune District (Rural) TLC was one of the initial programme. The Department involved in this Programme with full vigour. The Vice-Chancellor of University of Pune was the chairman of Pune (Rural) TLC.

The Department sought assistance from University departments, Colleges and individuals too. The Department performed important role in it through its contribution in programme planning, environment building, programme execution, carried out supportive activities, evaluation & post literacy Programme. The Department involved in other TLC programmes. Besides UGC programme, the Department implements other programmes with the help of NGOs, V/As & Government departments.

As per the direction and advice of the University, the Department is engaged in conducting various programmes on following broad areas such as,

- ❖ National Integration
- ❖ Non-Government Organisation
- ❖ Unorganized Workers
- ❖ Women Empowerment
- ❖ Senior Citizen
- ❖ Tribal Development
- ❖ Minority Education
- ❖ Counselling
- ❖ Youth Education
- ❖ Adolescence Education
- ❖ Employment and Entrepreneurship
- ❖ Lifelong Learning
- ❖ Human Rights



- ❖ Indian Constitution
- ❖ Pre-marriage Counselling
- ❖ Career Guidance
- ❖ Research Methodology

### **Various Programmes of the Department : At a Glance**

<b>Programme (Year of beginning)</b>	<b>Objectives</b>
Continuing Education – CEC (1972)	❖ To develop educational programmes & implement them for the development of institutes & students from higher education and society
National Adult Education Programme-NEAP (1978- 79)	❖ To spread Social Awareness ❖ To inculcate Functionality ❖ To spread Literacy
Integrated Village Development Project (1982- 83)	❖ To implement development programmes in Rural area.
Population Education Club-PEC (1985)	❖ To create awareness among college students and society regarding population, development, resource utilization & standard of life
Planning Forum – PF (1985)	❖ To sensitise the college students regarding planning for development.
Mass Programme for Functional Literacy- MPFL (1986)	❖ To increase the scope of Adult Education and ❖ To maximize the involvement of youth & students in this work
Population Education Resource Centre – PERC (1986)	❖ To provide resource support to the PECs in Universities / Colleges Major activities- ❖ Training, Orientations, Advocacy, Development & acquisition of print & a/v aids ❖ Research & documentation ❖ Curriculum Development ❖ Other Extension activities

<b>Programme (Year of beginning)</b>	<b>Objectives</b>
Integrated Extension Programmes through Area Development Approach, (1989 – 90)	❖ To implement Different Extension programmes under one umbrella with integration (AE, CEC, PEC, JSN).
Total Literacy campaign TLC (1992)	❖ To popularize the Literacy & implement it through campaign Approach in time bound period
Literacy Programmes (1993 – 94)	❖ To popularize the Literacy skill among illiterates & to implement Literacy programmes
Extension Programmes (1995 – 96)	❖ To organise different Extension programmes. Major Programmes- ❖ Income Generation Programmes ❖ Training programme to enhance the quality of Life ❖ Non – formal Education programme. ❖ Programmes of Social Education
Extention Manch (1995)	❖ To achieve personality development of students
Broad areas of work (2006) National Integration Non – Government organisation. Unorganised workers, Women Empowerment, Senior Citizen	❖ To acquaint the higher education students regarding social status, problems of different groups in society ❖ To acquaint such social groups with essential information & skills ❖ To carry out studies to develop material regarding them
Tribal Development (2009 – 10)	❖ To sensitize and involve the students and teachers in tribal development
Areas of work (2011) ➤ Minority Education ➤ Counselling ➤ Youth Education ➤ Adolescence Education ➤ Employment and Entrepreneurship ➤ Lifelong Learning etc.	❖ To acquaint the higher education students regarding social status, problems of different groups in society ❖ To acquaint such social groups with essential information & skills ❖ To carry out studies to develop material regarding them

### **Extension programmes – Some distinct features :**

- ❖ Participation of students, teachers, Colleges/ University in Community Development activities
- ❖ Strengthening of higher education with realization of social realities
- ❖ Personality development of students for better achievements in life
- ❖ Enrichment of quality of higher education institutions, which are imparting higher education
- ❖ Increasing rapport between society and higher education
- ❖ Bridging rapport between higher education and society

### **Nature of Extension Programmes :**

- ❖ Non – formal
- ❖ Simple
- ❖ Relevant
- ❖ Flexible
- ❖ Need – based
- ❖ Meaningful
- ❖ Target oriented

### **Programmes and Activities :**

#### **A) Programmes :**

- ❖ Adult Education and spread of Literacy
- ❖ Continuing Education
- ❖ Population Education
- ❖ Planning forum
- ❖ Jana Shikshan Nilayam
- ❖ Various Extension Programmes
- ❖ Legal Literacy
- ❖ Village Development Programme
- ❖ National Integration
- ❖ Non – Governmental Organisation
- ❖ Unorganised Workers
- ❖ Women Empowerment
- ❖ Senior Citizen
- ❖ Minority Education
- ❖ Counselling
- ❖ Youth Education



- ❖ Adolescence Education
- ❖ Employment and Entrepreneurship
- ❖ Lifelong Learning
- ❖ Tribal Development

**B) Various activities :**

- ❖ Training camps
- ❖ Programme planning Meetings
- ❖ Execution of activities
- ❖ Research
- ❖ Awareness campaigns including rallies
- ❖ Get – together
- ❖ Material Development  
(Audio/Visual, Print, Computer based, electronic)
- ❖ Publication
- ❖ Extension Lectures
- ❖ Lecture series
- ❖ Counselling & consultation
- ❖ Review meeting
- ❖ Seminar, Conferences, pannel discussion, symposia
- ❖ Discussions
- ❖ Exhibition & documentation
- ❖ Screening of films, Slides, videos
- ❖ Street plays, Role plays
- ❖ Various competitions
- ❖ Observance of important days

**Target Population:**

- ❖ Students & Teachers from Higher Education.
- ❖ Illiterates
- ❖ Semi-literates
- ❖ Neo-Literates
- ❖ Persons from deprived sections
- ❖ Minority and backward classes
- ❖ Farmers and agriculture labourers
- ❖ Women Street children

- ❖ Migrant workers
- ❖ Senior citizens
- ❖ Un-organized Workers
- ❖ Dropouts from schools
- ❖ Handicapped persons
- ❖ Slum dwellers
- ❖ Professionals
- ❖ Unemployed students
- ❖ In-service professionals/Workers/employees

### **Teaching Programme:**

The department is conducting a teaching course- Diploma in Tribal Development (DTD). It is one year course. Any graduate is eligible to appear for this course. It consists of theory papers viz. Tribal Culture in India, Tribal Development problems, Tribal Development Administration, field visit and preparing dissertation. The department has undertaken a task of restructuring the syllabus of DTD.

### **Promotion of Research:**

- The department is conducting Ph.D. Programme in Adult, Continuing Education & Extension (interdisciplinary).

Research is being promoted by the department in following ways;

The Faculty members are conducting research projects assisted by UGC, ICSSR & other organizations. Besides, evaluation of TLC & other extension programmes.

- ❖ Providing guidance and resource support to the researchers at various levels (PG, M.Phil., Ph.D.,etc.).
- ❖ Conducting research methodology workshops for PG students at the University campus.
- ❖ Conducting survey of senior citizens.
- ❖ Providing information to various organizations, individuals for conducting researches on various topics.
- ❖ Publishing educational resource material and research papers in this regard.

### **Jagannath Rathi Prizes :**

The University has instituted prizes through the department for giving motivation, encouragement and commendation to persons and colleges, organisations to carry on the work of extension, continuing education, life skill development activities. These prizes are formed from the donation given by Shri. Jagannath Rathi Charity Trust, Pune.

### **Syllabus Restructuring:**

'Adult Education' subject has been introduced in the syllabus at under graduate level in the University. As per the policy the University, the syllabus of Adult Education has been restructured. The faculty members from this department have worked in the expert committee of 'Adult Education Syllabus Restructuring'.

**Library:**

The department has developed a well equipped library containing 7063 books, 80 audio-visual CDs and journals from different subjects. The said library contains valuable material in Adult Education, Continuing Education, Population Education, Extension, Lifelong Learning etc. The books of the library are available on internet. Teachers, students, researchers & social workers are benefited by this library.

**Faculty Development Programme:**

The department promotes faculty development programmes. The faculty members are participating and acting as resource person in various workshops, seminars, refresher courses, orienting programmes and training programmes in the field of research, computer awareness and advance knowledge, lifelong learning etc. At international level, national level, state level and at local level. The department is organizing various workshops, seminars training programmes.

**Production of Educational Material:**

In view of providing educational resource material in different training programmes, seminars, workshops as well as with a view to extend information in various subjects Non-Governmental Organizations, National Integration, Unorganized workers, Women Empowerment, Population Education Senior Citizens, career development, research methodology, tribal development, faculty members have produced educational material in the form of books, folders, documentary films. The books are available on internet too.

**Kargil operation & Gujrat earthquake - Massive Blood Donation Drives :**

The Department organized & coordinated massive blood donation drives (during 19991-2001) in coordination with Armed Force Medical College, Pune to provide blood for the Indian Army Jawans of Kargil operation & Gujrat earthquake affected people. Total 670, volunteers from 12 Colleges had participated in the blood donation camp. Apart from this, the Department also Conducted literacy centre for the wives of Army Jawans at CME, Dapodi, Pune. The Department has developed linkages with College of Military Engineering, Training Batalian-2 and other organizations .

**Linkages:**

The Department has developed linkages with several Government, Non-Government and Development Organizations at various levels.

**❖ International-**

UNESCO, UNFPA, CIDA, COADY.

**❖ National-**

National Literacy Mission, Directorate of Adult Education, Ministry of Women & Child Welfare, UGC, Ministry of Social Justice and Empowerment. Indian Adult Education Association, Indian University Association for Continuing Education.

**❖ State-**

State Resource Centre, Directorate of Adult Education, Department of Social Welfare, Department of Labour, Department of Education.

❖ **Other-**

All Universities in the State, NGOs, Social Organizations, Affiliated Colleges & Recognized Institutions from Savitribai Phule Pune University.

The Department has development linkages with several Government, Non-Government and Development Organizations at various levels.

**Future plans of the Department:**

**a) With the assistance of the UGC and University, the department will work in following fields:**

- ❖ Teaching, Training & Research.
- ❖ Lifelong Learning & Continuing Education.
- ❖ Extension including Student's Counselling.
- ❖ Material Development.
- ❖ Population Education.

**b) Besides, the department proposes to organize extension lectures for college students on following areas:**

- ❖ Family life Education.
- ❖ Age at Marriage.
- ❖ Acceptance of small family size norms
- ❖ Gender Equality/Empowerment of Women
- ❖ Responsible/ Planned Parenthood
- ❖ Reproductive Health
- ❖ Maternal Health
- ❖ Child Health

**C) With the financial support of the University the department proposes to organize academic and extension programmes at three levels.**

- ❖ University Level
- ❖ College Level
- ❖ Community Level

**The broad areas will be :**

- ❖ Non – Governmental Organisation
- ❖ National Integration
- ❖ Unorganised Workers
- ❖ Women Empowerment
- ❖ Rural Development
- ❖ Senior Citizens
- ❖ Tribal Development



- ❖ Literacy & Extension
- ❖ Minority Education
- ❖ Counselling
- ❖ Youth Education
- ❖ Adolescence Education
- ❖ Employment and Entrepreneurship
- ❖ Lifelong Learning

**D) The department Proposes to start :**

- ❖ Academic Programme – Post-graduate Course in Lifelong Learning.
- ❖ Continuing Education Courses at Communities, Colleges & University.
- ❖ Online Teaching Programmes

## 2. Department of Adult, Continuing Education & Extension

### Extension Programmes at a glance for the year 2015-2016.

Sr. No.	Programmes	No. of Programmes	Participants
1.	Senior Citizen	01	82
2.	National Integration	13	1025
3.	Women Empowerment	17	1440
4.	NGO	02	160
5.	Adolescence Education	02	193
6.	Tribal Development	05	468
7.	Lifelong Learning Programme	01	176
8.	Counselling	02	170
9.	Youth Education	12	933
10.	Employment & Entrepreneurship	22	3360
11.	Pre-Marriage Counseling	12	1030
	<b>Total</b>	<b>89</b>	<b>9037</b>

### University Level Programmes

2015-16	
No. of Programmes	Participants
12	943

### Total Programmes and Participants

Sr. No.	Year	No. of Programmes	Participants
1.	2015-16	101	9980

## Savitribai Phule Pune University

(Formerly University of Pune)

Department of Adult, Continuing Education and Extension

### 3. Extension Programmes organised with collaboration of Affiliated colleges during 2015-2016

#### PUNE DISTRICT ( Pune city )

Sr. no.	Name of college	Theme & date	Name of Resource Person	Name of the coordinator of college	No .of participants
1	Shri. Siddhi Vinayak Arts and commerce Mahila Mahavidyalaya, <b>Karvenagar</b> , Pune- 411052	1.Tribal development 11/09/2015	1. Dr. Nilkanth Shere 2. Dr.Sanjaykumar Koli	Prof.Dr.Shreedevi Khubha	166
		2.National integration 8/09/2015	1.Dr.Ganesh Rathod	Prof.Dr.Shreedevi Khubha	154
		3.Dr.Babasaheb Ambedkar-life & Work 07/01/2016	1. Prof.Dr.A. P. Kulkarni 2. Prof.Dr.Ganesh Raut	Prof.Dr.Shreedevi Khubha	30
		4. Law for women, Promise of Equality 02/01/2016	1. Adv.Monali Aparna Chandrakant 2. Shakuntala Bhalerao	Prof.Dr.Shreedevi Khubha	153
2	Prof.Ramkrishna More Arts,Commerce and Science College, <b>Akurdi</b> , Pune-411 044	1. Women Empowerment 01/10/2015	1. Dr.Shaileja Sangale 2. Laxmi Didi	Prof.Pawase B K.	125
		2. Pre-Marriage counseling 23/09/2015 24/09/2015	1.Smt.Anita Gujar 2.Smt.Sadhana Shethiya 3.Smt. Vishakha Velankar 4.Smt. Aditi Akotkar	Prof.Pawase B. K.	97 84

		3. Youth Education	1.Mugdha Deshmukh 2.Kundlik Mate 3.Rohit Shenoy	Borate Sudhir	103
		4. Adolescent Health Education 4/12/2015 to 6/12/2015	1. Shri. Biju 2. Mrs. Joshi 3. Mrs. Bharti 4. Mrs. Tarini 5. Mrs. Shailaja Sangle 6. Mrs. Gauri Tathapi 7. Manasi Bodas	Prof.Pawase B. K.	100
		5. Women Panchayat members a day camp 27/12/2015	1. Shri. Bhaskar Pere. 2. Dr. Tanaji Salve 3. Prof. Pradeep Kadam 4. Shrikant Gurav.	Dr. Sudhir Borate	102
		6. Employment and Entrepreneurship 6 <sup>th</sup> , 9 <sup>th</sup> to 11 <sup>th</sup> , 13 <sup>th</sup> , 15 <sup>th</sup> , 16 <sup>th</sup> February, 17 <sup>th</sup> Feb & 5 <sup>th</sup> March	Dr. Shrikant Karlekar Dr. Ram Gambhir Shri. Shirish Sebastian Shri. Balvir Chavala Shri. P. R. Jog Shri. Divakar Pille Smt. Kamal. Pardeshi Adv. Ravindra Yadav Dr. Varsha Borgaonkar Prof. Mahesh Thakur Dr. Kshitija Gandhi Shri. Shankar Hirvekar Dr. Abhay Tilak	-----	1842

		Open Mind 20/01/2016	Dr. K. P. Bairagi Dr. Prashant Sathe Dr. Sadhik Alvi Shri. Firoz Khan Shri. Shashank Hirvekar Smt. S Nadar	-----	100
3.	Dr.Babasaheb Ambedkar Commerce & Maharshi Shinde Arts College,Ahilyashram, 896, <b>Nana Peth</b> , Pune-411002	Dr.Babasaheb Ambedkar & Education 17/10/2015	1.Dr.Prabhanjan Chavan 2. Prof. Anant Sonwane 3.Prof.Dattatray Kambale	Dr.Prof. Sonwane Balasaheb	63
4.	Progresive Education Society's Modern Arts, Science & Commerce College <b>Ganesh Khind</b> , Pune-411016.	Dr.Babasaheb Ambedkar & National Integration Date:28/10/2015  National Integration 12/02/2016  Employment & Entrepreneurship 11/02/2016	1.Dr.Vijal Khare 2.Dr.Amol Vidhyasagar 3.Dr.Vrushali Randhir 4.Smt. Ananya Bibave  1.Shri. Subhash Ware 2.Shri. Sandeep Barve  1.Shri. Suresh Babanrao Umap. 2.Neenad Mahajan	Dr. Abasaheb Shinde  Dr. Abasaheb Shinde  Dr. Abasaheb Shinde	52  52  106
5	H.V.Desai College of Com.Arts and Science Desai Brothers Vidya Bhavan 596, <b>Budhvar Peth</b> ,	Pre-Marriage counseling 25/02/2016 26/02/2016	1. Dr. Barve Sangeeta 2. Mansi Deshmukh 3. Kale Mukta	Prof. M. B. Waphare	100

	Pune- 411 002	Women Empowerment 23/01/2016	1.Mrs. Shirole Kalpana 2.Mrs. Padalkar Latika	Prof. M. B. Waphare	73
		Youth Education 22/01/2016	1.Dr. Mrs.Bobade M.V. 2.Mr. Bobade Vilas	Prof. M. B. Waphare	73
6	Kannada Sanhghas Kaveri College of Arts, Science and Commerce GaneshNagar, <b>Erandwane</b> , Pune 411 038	National Integration 09/01/2016	1. Dr. Ganesh Rathod 2. Dr. Ramkrishna Dhere	Mrs. Manasi Joshi	77
		Women Empowerment 08/01/2016	1. Nisha Bhandare 2. Dr.Mrudula Ranade	Mrs. Manasi Joshi	54
7	Adarsha Comprehensive College Of Education And Research <b>Erandavana, Karve Road</b> . Pune-411004	Lifelong Learning training school for teachers 07/04/2015 to 30/04/2015	Dr. Ram Takwale Dr. Sanjay Dhole Dr. Prabhakar Desai Shri. Vivek Ponkshe Dr. Sujal Vatve Dr. Ravindra Jaybhaye Dr. Anagha Lavalekar Shri. Sunil Kalekar Dr. Shital Godbole Smt. Vinaya Malti Dr. Sharad Javdekar Shri. Charudatt Gandhe Dr. A. L. Deshmukh Dr. P. C. Shejwalkar	Dr. L. R. Vartak	176
8	MitSom College Paud Road <b>Kothrud</b> , Pune	Counseling 18/12/2015	1.Ms. Manasi Kashirasagar 2.Mrs. Vrinda Walimbe	Prof. Vaibhav A. Joshi	110

		Women Empowerment 23/02/2016	1.Mrs. Seema Kamble 2.Mrs. Pallavi Kasande	Prof. Vaibhav A. Joshi	231
9	A B M S Parishad's Shree Shahu Mandir Mahavidyalay <b>Parvati</b> , Pune- 411009	Women Empowerment 4/02/2016	Mr.Ashok Waghmare Prin.Dr.Sunanda Adke	Prof. Dr. Vaishali Pawar	121
		Youth Education 18/12/2015	Dr. Sudhir Bhongale Prof. D.B. Sangale	Prof. Dr. Vaishali Pawar	102
10	Dr.Ambedkar Arts & Science College, Jay Javan nagar, <b>Yerwada</b> , Pune.	Dr.Babasaheb Abedkar&Education 24/09/2015	1.Prin.D.G. Deshkar 2.Prakash Pawar 3. Prof.Kiram Survase 4. Dr. Rambhau Bhailume.	Prof. Gautam Bansode	53
		Dr.Babasaheb Abedkar &National Integration 27/10/2015	Dr.Pratima Pardeshi Dr.Prakash Pawar Dr.Mahesh Devkar Dr.Gautami Pawar	Prof.Ranjana Gudi	62
11	ATSS College of Business studies and computer applications c/2 M.I.D.C. <b>Chinchwad station</b> , Pune-411 019	Employment and Entrepreneurship 15/02/2016	1.Yogesh Marathe. 2.Hemant Dev	Prof. Kapil Hole	50
		Pre-Marriage Counseling 4 <sup>th</sup> & 5 <sup>th</sup> March	1.Adv. Santosh More. 2.Mrs. Sailaja Moghe. 3.Sanjay Mothpati	Prof. Kapil Hole	213
12	Abeda Inamdar Senior College of Arts, Science and Commere,e <b>Camp</b> , Pune-411001	Women Empowerment Naturopathy 08/09/2015	1.Dr.Satyanath	Prof. Shinde Vijayalaxmi	49



13	Karve Samaj Seva Sanstha, <b>Karvenagar</b> , Pune-411052	Family Squabbles And Prevention Measures 22/08/2015	1.Asunta Pardhe 2.Smita Joshi 3.Madhav Jadhav	Dr. Devanand Shinde	57
14	Dr. D.Y Patil, Vidya Pratishthan Society's Dr. D. Y Patil College of Education (B.Ed), Pune. <b>Akurdi</b> , Pune-411 044	National Integration 17/02/2016	1.Dr. Tapkir D. T. 2.Dr. Avate S.	Prof. Anil Mahadev Jadhav	50
15	Rayat Shikshan Sanstheche, S.M.Joshi College, <b>Hadapsar</b> , Pune-411 028	Dr. Babasaheb Ambedkar and National Integration 19/03/2016	1.Prof. Manoj Mate 2.Prof. Dattatraya Wabale 3.Prof. Manikrao Sonawane	Prof. Eknath Khandve	32
16	Bharatratna Dr. Babasaheb Ambedkar College,85, Shinde sarkar wada, <b>Aundh</b> , Pune- 411 007	Bharatratna Dr. Babasaheb Ambedkar jayanti programme 15/04/2015	1.Prof.Tej Nivalikar	Prof. T. K Hatekar	78
		Dr. Babasaheb Ambedkar 125 jayanti programme 12/12/2015	1. Prof. Harsh Jagzap 2. Prof. S M. Tamboli	Prof. Vilas Damodar Sadaphal	51
		Dr.Babasaheb Ambedkar and Education 29/09/2015	1.Prof. Dr. Indrajeet Jadhav 2.Dr. Raja Dixit 3.Dr. Vrushali Randhir	Prof. T. K Hatekar	66

	Employment & Entrepreneurship 27/01/2016	4.Mrs. Shardatai Munde. 1.Mr. Hitesh Sethiya 2.Smt. Meenaltai Kulkarni	Prof. T. K Hatekar	55
	Adolescence Education Programme 20/02/2016	1.Smt. Dr. Sangita Barve 2.Shri. Nivrutti Kalapure	Prof. Mrs. Pachani N. V	93
	Union Budget-2017 12/03/2016	Prin. Dr. S. N Umrani Prof. Apeksha Jadhav.	-----	120
	Programme on the eve of Savitribai Phule Birth Anniversary. 13/01/2016	Mrs. Minaltai Saasne. Smt. Shakuntala Bhalerao.	Prof. T. K Hatekar	150
	Happy Life 13/07/2015 to 01/08/2015	Prof. Sarode Adv. Mrs. Rajshree Kare Mrs. Meenakshi Misal Smt. Anuja Vaidya Prof. Dr. Sanjay Dhole Prof. Randhir Prof. Bhagyashree	Prof. T. K Hatekar	820
	International Literacy Day 08/09/2015	Prof. Dr. Ashok Bhoite Dr. Raja Dixit	Prof. T. K. Hatekar	53

		Pre-Marriage Counseling 15/09/2015 – 16/09/2015	Shri. Anil Bhagwat Mrs. Shobha Bhagwat	Prof. T. K. Hatekar	192
17	Baburaoji Gholap College of Arts, Science and Commerce, <b>Sangvi,</b> Pune- 411 027.	Dr. Babasaheb Ambedkar and Gender Equality 07/01/2016	1.Mr. Arun Rode 2.Mr. Prakash Pawar	V.V Maltumkar	76
18	Sanskar Mandir Sanstheche, Arts & Commerce College <b>Warje Malwadi,</b> Pune-58	Women Empowerment 11/09/2015  Employment and Entrepreneurship 10/09/2015	1.Prof. Apeksha Marathe 2.Smt. Pratibha Joshi  1.Shri. Nitin Ranade 2.Shri. Vijay Navale	Prof. Kangude Lalita  Prof. Kangude Lalita	73  92
19	Shree Swaraj Education Society, School of Management <b>Dhankawadi,</b> Pune -411 043	Self Help Group Management and empowerment of women. 15/02/2016	1.Vijay Dahiphale 2.Anuradha Gadale	Prof. Pawar Alok Arjun.	95
20	Shree Swaraj Education Society, Swaraj College of Commerce & Computer Science <b>Dhankawadi,</b> Pune -411 043	Dr. Babasaheb Ambedkar and Current Status 06/02/2016	1.Prof. Pratima Pardeshi 2.Prof. Nisha Bhandari 3.Prof. Ashlesha Jadhav 4.Prof. Ram Karote	Prof. Priyanka Gunjal	51

21	Shiv Chatrapati Arts and Commerce College <b>Vadgaon (bk)</b> , Dist-Pune	Youth Education 15/09/2015	1.Dr.Prabhakar Ghodake 2. Swami Bhise	Prof.Ravindra Gore	102
22	Mamasaheb Mohol College, <b>Paud Road</b> , Pune-38	Women Empowerment 29/12/2015	1.Anuradha Karkare 2.Aarti Pendse	Prof. Mali Archana Jayant	137
		Entrepreneurship& Employment 30/12/2015	1.Vijay Navle 2.Girish Chitnis	Prof. Mali Archana Jayant	150
23	Mahatma Phule College <b>Pimpri</b> , Pune-411017	Dr.Babasaheb Ambedkar & National Integration 14/12/2015	1.Prof.Shamshuddhin Tamboli 2.Prof.Divakar Bagul 3.Dr.Rajabhau Bhailume 4.Prof.Prakash Pawar	Prof.U.P.Shaha	50

**Pune District  
(Rural)**

Sr.no:	Name of college	Theme & date	Name of Resource Person	Name of the coordinator of college	No .of participants
24	Anantrao Pawar College, <b>Pirangut</b> , Pune.	Counseling 05/01/2016	1.Dr.M. D. Dongare 2.Shri.Manik Paradhe	Prof.Ashok Sasane	60
25	Chandmal Tarachand Bora Arts,Science and Commerce College, <b>Shirur (Ghodnadi)</b> Dist - Pune 422 210	Employment & Entrepreneurship 12/02/2016	1. Shri. Prakash Kutwal 2. Shri. Satish Dhumal	Prof. Dr. Balkrushna Lalit	64
		Women Empowerment	1. Dr. Kalyani Ghate 2. Adv. Seema Kashikar	Prof. Dr. Balkrushna Lalit	58
26	Sahebrao Shankarrao Dhamdhare Arts and Commerce College <b>Talegaon Dhamdhare</b> Tal.Shirur Dist. Pune 412 208	Indian Democracy and Dr. Babasaheb Ambedkar. 26/02/2016	1. Prof. Anil Madhale 2. Prof. Sanjay Gaikwad 3. Prof. Avinash Salve. 4. Prof. P. D Gaikwad	Dr. Dattatraya Wabale	56
		National Integration 22/02/2016	1. Dr. Tukaram Khandve 2. Dr. Satish. Thivre	Dr. Dattatraya Wabale	64
		Employment and Entrepreneurship 30/01/2016	1. Shri. Chaitanya Wagh 2. Pushkraj Potavale	Dr. Dattatraya Wabale	65
		Pre-Marriage Counseling 28/01/2016 &	1. Dr. Deepak Dhavale 2. Prof. Meenakshi Dighe 3. Machindra Gaikwad	Dr. Dattatraya Wabale	125

		29/01/2016	4. Sanjay Mandhre		
27	Arts, Commerce and Science College, <b>Narayangaon</b> , Tal:Junnar, Dist- Pune- 410 504	National Integration 12/12/2015	1.Dr.Babasaheb mane 2.Adv.Ram Bhalerao	Dr.Anil V Kale	70
28	Pune District Education Associations Waghire College, Arts Commerce & Science, <b>Saswad</b> , Tal.Purandar Dist. Pune 412 301	World Women's Day 08/03/2016	1.Dr. Neha Patil 2.Dr. Shilpagauri Ganapule 3.Priyanka Moon 4.Prin. S.N Kukale	-----	131
29	Hutatma Rajguru Shikshan Prasarak Mandal Rajgurunagar Arts, Commerce and Science College, <b>Dehne</b> , Tal : Khed, Dist: Pune : 412 402	Employment & Entrepreneurship 07/10/2015  Tribal Development 15/02/2016	1.C. R Mandlik 2.V. S Karndikar  1.S. Y. Kapse 2.Sitaram Joshi	Prof.Kshirsagar Laxman  Prof.Kshirsagar Laxman	84  60
30	Sinhagad Technical Education Society's Smt. Kashibai Nawale College Of Education and Training (B.Ed) <b>Kusgaon</b> , Lonavala Pune- 410 401	Teenage Children Education 27/01/2016  Pre-Marriage Counseling 29 <sup>th</sup> &30 <sup>th</sup> Jan 2016	1.Dr. Rajendra Kumar Patil 2.Prof. Milind A Sale  1.Padmini Pandurang Chavan 2.Shri. Anant Sakharam Borkar 3.Prof. Dandekar Kailas	Prof. Shinde S. J.  Prof. Shinde S. J.	102  207

		Youth Education 28/01/2016	Sahebrao 4.Prof. Bankar Sukhdev Anna  1.Prof. Dr. Prakash B. Salvi 2.Mahendra Mahadev Kurkute	Prof. Shinde S. J.	79
31	Ratnai Mahila College, Shaskiy Vishram Gruhajaval, Pune- Nahik mahamarga , <b>Rajgurunagar,</b> Tal.Khed, Dist.Pune	Women empowerment 26/09/2015  Employment and career orientation 27/02/2016	1.Dr.Nilam Gaikwad 2.Shri. Ganesh Maske(A.P.I.)  1.Dr. Ashish Deshpande 2.Mrs. Mirmala Dhamdhare	Prof.Dr.Sunita D. Deshmukh  Prof.Dr.Sunita D. Deshmukh	76  92
32	Dilip Valse Patil Arts, Science and Commerce College, <b>Nimgaon Sava,</b> Tal : Junnar Dist : Pune	Women Empowerment 18/01/2016  Employment & Entrepreneurship 04/01/2016	1.Prof. Kutul V. A. 2.Prof. Shinde.S. R.  1.Prof. Pokharkar J. Y. 2.Prof. TekudeP. S .	Prof. Anil Namdev Padwal  Prof. Anil Namdev Padwal	60  60
33	Mugutrao Sahebrao Kakade College, <b>someshwarnagar,</b> Tal.Baramati, Dist.pune	Youth Education 15/12/2015  Entrepreneurship & Employment 16/12/2015	1.Shri.Arvind Jagtap 2.Prof.Kulkarni Vinod  1.Prof.Kamble A. P. 2.Prof.Dr. Patil S. K.	Prof.Dr. Salve J. M.  Prof.Dr.Salve J. M.	65  63
34	Acharaya Atre Vikas Pratishthan's	National Integration 13/01/2016	1.Dr. Tak N. B. 2.Shri. Shivraj Zhogde	Prof. Dr. Balaji Natkare	116



	Sharadchandri Pawar College of Arts, <b>Jejuri</b> Tal : Purandar Dist : Pune 412 303	Youth Education 14/01/2016	1.Dr. Rajaram Gavde 2.Shri. Sathe Sandeep	Prof. Dr. Balaji Natkare	82
35	Annasaheb Awate Mahavidyalay Arts, Commerce and Science, <b>Manchar</b> , Dist : Pune	Youth Education 14/01/2016  Employment and Entrepreneurship 20/01/2016	1.Vaishali Shinde 2.Prof. Dr. Sanjay Shinde  1.Dr. Vinod Hatlekar 2.Aditi Lokhare	Prof. Randive T. Y.  Prof. Randive T. Y.	84  91
36	Shri Vasantrao Pharate Patil Arts , Commerce and Science Mahavidyalay <b>Mandavgan Pharata</b> Tal. Shirur Dist. Pune	Women Empowerment 07/01/2016  Senior Citizen 19/01/2016	1.Prof. Waghmare. M. N  1.Prof. Jagtap S. V.	Prof. V. R Pawar.  Prof. V. R Pawar.	68  82
37	Indapur Taluka Shikshan Prasarak Mandal's College of Arts, <b>Bhigwan</b> , Tal. Indapur Dist : Pune 413 130	Employment & Entrepreneurship 02/02/2016  Youth Education 04/01/2016	1. Mrs. Manisha Wagh 2. Shri. Sameer Bale  1.Shri. Navnath Sawant 2.Shri. Dhanaji Matre	Padmakar Gadekar  Padmakar Gadekar	52  50
38	Eknath Sitaram Divekar College, <b>Varwand</b> , Tal.Daund, Dist:Pune	Women Empowerment 21/12/2015  Personality Development 22/12/2015	1. Dr.More Aruna Arjun 2. Smt.Divekar Yogini Vijay  1. Prof.Dr.Pole S. K. 2. Prof.Dr Jangale B. H.	Prof.Waghmare M. N.  Prof.Waghmare M. N.	76  70

### Ahmednagar District

Sr.no:	Name of college	Theme & date	Name of Resource Person	Name of the coordinator in college	No .of participants
39	Sangamner Nagarpalika Arts, D.J Malpani Commerce and B.N..Sarda Science College, <b>Sangamner</b> Dist : Ahmednagar 422 605	National Integration 11/03/2016	1.Shri. Gokul Autade 2.Prof. Baba Kharat	Prof. Dr. Vasant Kharat	89
		Employment & Entrepreneurship 12/03/2016	1.Shri. Deepak Pawase. 2.Shri. Prashant Deshmukh.	Prof. Dr. Vasant Kharat	103
40	BPHE Society's C.S.R.D. Institute of Social Work & Research, <b>Ahmednagar</b> , Post Box No.21, Station Road, Ahmednagar- 414001	Sarpanch Training Workshops 20/11/2015	Shri. Popatrao Pawar Mrs. Sangita Patil Dr. Suresh Pathare Shri. Pradeep Jare	Shri. Samuel Waghmare	99
41	Arts, Science and Commerce College, <b>Rahata</b> , Dist : Ahmednagar- 423 107	National Integration 16/02/2016	1. Dr. V D Avari Prof. S. R. Patharkar.	Dr. S. B Kadam	53
42	Abasaheb Kakade College <b>Bodhegaon</b> , Tal-Shevgaoon, Dist – Ahmednagar 414 503	National Integration 27/01/2016	1.Shri. Vitthal Barsamvadh 2.Prof. Dr. Sumitra Ghule	Prof. Dilip Thombe	72
		Youth Education 10/02/2016	1.Shri. Anil Vidhate 2.Prof. Vikas Gavali	Prof. Dilip Thombe	103

43	Dada Patil Mahavidyalay <b>Karjat</b> , Dist. Ahmednagar 4414 402	Women Empowerment 28/01/2016	1.Prof. Amita Kohli 2.Dr. Shabnam Inamdar	Prof. Yadav B. G.	50
		Employment & Entrepreneurship 28/01/2016	1.Prof. Smt. Richa Tandalwadkar 2.Prof. Smt. Radhika Mule	Prof. Yadav B. G.	55
44	Shri. Harihareshwar Arts and Science College, <b>Koradgaon</b> , Tal. Pathardi. Dist: Ahmednagar 414 102	National Integration 05/03/2016	1.Prin. Kisan Mane 2.Prof. Amol Agase	Prof. Sharad Ghanvat	47
		Employment & Entrepreneurship 05/03/2016	1.Dr. Vikas Gawali 2.Shri.Vijay Kalamkar	Prof. Sharad Ghanvat	48

### Nashik District

Sr.no :	Name of college	Theme & date	Name of Resource Person	Name of the coordinator in college	No .of participants
45	Kalwan Education Society's Arts, Commerce and Science College, <b>Kalwan</b> <b>(Manur),</b> Tal- Kalwan Dist-Nasik- 423 501	Tribal Development 05/01/2016	1.Shri. P R Burkule 2.Smt. Harshali Ramesh Suryawanshi	Prof. N. B. Kotawade	139
		Pre-Marriage Counseling 06/01/2016	1.Smt. Priti Magar 2.Shri. Sharad Devram Chavan 3.Dr. Sunil Potdar	Prof. N. B. Kotawade	155
		National Integration 07/01/2016	1.Dr. Raosaheb Shinde 2.Shri. Sudarshan Dahatonde	Prof. N. B. Kotawade	124
46	Adivasi Seva Samiti Nashik Sanchalit, Arts, Commerce and Science College, <b>(Manur),</b> Tal- Kalwan Dist-Nasik- 423 501	English Communication Skills Workshop 27/02/2016	1.Prof. Patil D. G 2.Prof. Sachin Hire	Prof. Patil T. B.	101
		Competitive Examination Guidance Workshop 26/02/2016	1.Shri. Mirza Galib Anjum 2.Shri. Pawar Akash Ghansham	Prof. Patil T. B.	100
		Student Health Literacy 25/02/2016	1.Dr. Rahul K Chavan 2.Dr. Mrs. Vidya Khairnar	Prof. Patil T. B.	50

47	Nashik Shikshan Prasarak Mandal Nashik Arts & Commerce College, <b>Igatpuri</b> Ta.Igatpuri. Dist.Nashik-422 403	Diet,Health Guideline 29/09/2015	1.Dr.Viay Kulkarni 2.Dr. Vikas Dev	Pro.Manvendra Borhade	82
		How to manage stress 14/01/2016	1.Dr.Vikas Dev 2.Dr. Vaibhavi Dev	Pro.Manvendra Borhade	70
		Pre-marriage counseling 08/01/2016	1.Dr.Pradip Bagal 2.Dr.Chaitali Bagal 3.Adv.Bharati Kale 4.Adv.Pallavi Kupekar	Pro.Manvendra Borhade	95
48	M.G.V.M's Arts, Sci & Commerce College, <b>Surgana</b> Dist.Nashik-422 211	National Integration. 12/02/2016	1. Prof. S. U. Devare 2. Shri. Ratan Chaudhary	Prof. S. M. Bhoje	80
		Youth Education 05/02/2016	1. Prin. Dr. D. A. Sonawane 2. Prof. S. D. Rajguru	Prof. S. M. Bhoje	60
49	Arts, Science & Commerce College, <b>Umbarthan Tal-Surgana</b> Dist. Nashik.	Women Empowerment 12/2/2016	1.Dr. S.K Dhage 2.Smt. M. S Gayavan	Prof. Aher E. P.	73
50	Krantiveer Vasantryao.Narayanrao .Naik Arts & Commerce College, <b>Dindori</b> , Umrale Road, Dist: Nashik 422 202	Women Empowerment 08/01/2016	1.Prof. Smt. Meenakshi Gawali. 2. Mr. Chetan Sharma 3.Smt. Poonam Gawali	Prof. Rajendra Doiphode	50
		Pre-Marriage Counselling 22 <sup>nd</sup> & 23 <sup>rd</sup> Jan 2016	1.Smt. Anjali Patil 2.Smt. Adv. Mugdha Saptankar	Prof. Rajendra Doiphode	100

		Tribal Development 09/02/2016	3.Smt. Shubha Baldota 4.Smt. Sadhna Bachhav  1.Shri. Bhagwan Bachhav 2.Shri. A. K. Gopal.	Prof. Rajendra Doiphode	51
51	M.V.P.S. Arts & Commerce College, <b>Taharabad</b> , Tal: Baglan,Dist.Nashik	Entrepreneurship & Employment 19/01/2016  Youth Education 27/01/2016	1.ShekharPatil 2.Dr. V. R. Patil  1.Prof. Kishor Pawar 2.Prof. D. D. Pawar	Prof. D. D. Bachhav  Prof. D. D. Bachhav	65  30
52	Karamveer Ramraoji Aher Arts,Sci., & Commerce College, <b>Deola</b> , Dist: Nashik	Tribal Development 12/12/2015  Internet Use & Efficiency benefit	1.Ekanath Pagar 2.P. R Burkule  1.Pravin Sancheti 2.S. J Topape	Prof.V. D. Kakvipure  Prof.V.D.Kakvipure	52  52
53	K.K.Wagh Arts,Commerce, Science & Computer Science College, <b>Bhausaheb Nagar</b> , Tal:Niphad Dist: Nashik-411 301	Women Empowerment 03/03/2016  Pre-Marriage Counseling 04/03/2016 to 05/03/2016  Employment And Entrepreneurship 03/03/2016	1.Prof. Jadhav N. S. 2.Prof. Pawar A. D.  1.Prof. Dr. S. M. Mali 2.Prof. B. S. Pol 3.Prof. P. B. Kashid 4.Prof. Ghuge K. B.  1.Prof. Kakade M. P. 2.Prof. Gadakh D. S.	Prof. Babale T. G.  Prof. Babale T. G.  Prof. Babale T. G.	66  99  53

54	Dadasaheb Bidkar Arts& Commerce College Peth. Tal. <b>Peth</b> , Dist.Nashik-422 208	Employment & Entrepreneurship 25/01/2016	1.Prof.B. U. Satale 2.Prof. A.M. Gavali	Prof. R. M. Pagar	50
55	Sandip Arts College Sandip Nagar, Kandhane Road, <b>Zodge</b> Tal. Malegaon. Nashik.	Pre-Marriage Counselling 16/12/2015  Employment and Entrepreneurship 15/09/2015  NGO 23/09/2015	1.Dr.Hafiz Rehman 2.Mr.Jagtap Ghanashyam 3.Smt.Farida Khan 4.Mr. Ramsingh Pardeshi  1.Mr.Jagtap Ghanashyam 2.M.N Dhakad  1.Mr.Shrikant Sonawane 2.Mr.Rakesh Shinde	Prof.Jadhav K. B.  Prof.Jadhav K. B.  Prof.Jadhav K. B.	97  60  80



#### **4. Annual Report 2015-16 (by Faculty)**

– **Dr. Satish Shirsath, Professor.**

Carried out examination/evaluation work at undergraduate – post graduate and at research (M.Phil & Ph.D.) level.

The details are as follows;

- a) Nature of Work-
  - Question papers setting.
  - Examination Coordinator (for Diploma in Tribal Development).
  - Answer papers examining.
  - Expert for M.Phil & Ph.D.
- b) The institutions-
  - Savitribai Phule Pune University.
  - Tilak Maharashtra Vidyapeeth.
  - Swami Ramanand Teerth Marathwada University, Nanded.

Working on following research projects;

- a) Social, Living, Working Condition of the Persons engaged in Collecting Used Oil from Vehicles (project from Departmental Research Development Programme), Department of Adult, Continuing Education & Extension, (B.C.U.D. Project, (Savitribai Phule Pune University).
- b) Socio-economic Status of Unorganized Labour of Majoor Adda: An Extension Approach for Intervention, (Savitribai Phule Pune University).

Engaged in guiding research students (at Ph.D. level) as follows:

- a) Social Work- 06 scholars.
- b) Adult, Continuing, Education & Extension (Interdisciplinary) -02 scholars.

#### **Seminar, Workshop etc. Conducted :**

Conducted following programmes ;

##### **a) Challenges before National Integration:**

National Integration is very much necessary to take our nation ahead by organizing various persons. More than 60 years have completed for independence achievement. However, There are various challenges before National Integration. Day by day new challenges are raising. In view of such aspects, for having discussion among different social workers and activists, a state level seminar (entitled-Challenges before National Integration) was organized in collaboration with Muslim Satyashodak Mandal on August 30, 2015 at Marathwada Mitra Mandal College, Pune.

The seminar was started with introductory speech by Prof. S.M. Tamboli. (President of Muslim Satyashodhak Mandal ). He welcomed all the participants and introduced all the participants regarding the background of the seminar. He emphasized to develop a dialogue

among persons of various religions in society for creating peace & harmony.

Dr. Satish Shirsath clarified the role of department in socially useful & people oriented programmes. He emphasized how the department has planned to bring out several programmes for national integration to strengthen the bonds of social harmony. He emphasized the similar objectives behind this seminar.

Director & Head of the Department of Adult, Continuing Education & Extension Dr. Dhananjay Lokhande stated the role of university in social commitment. He appealed that there should be interactive discussions in this seminar.

In a key note address, retired police commissioner (of Maharashtra)

Shri. S.M. Mushrif opined that social and political selfishness has created sense of insecurity among various sections in society. Blind beliefs in castes and religions has posed danger for national integration. Shri. Mushrif expected that organization of people on secular grounds can minimize such danger.

Shri. Suresh Khairnar (All India Secular Forum) appealed the youth to participate in social movements. He felt that such youth will definitely get support from society.

Retired additional police commissioner Shri. Ashok Dhiwre said that secularism will not remain in such society where man is recognized by caste & religion. He appealed for development of society by ignoring caste & religion.

It was followed by panel discussion on social harmony by the leaders of different religions i.e. Abdul Kadar Mukadam, Bishop Dr. Thomas Dabre, Shri. Chopdar.

The panel discussion was followed by an open discussion among the participants & resource persons.

#### **b) Unorganized Workers enlightenment workshop:**

The extent of Unorganized Workshop in total workforce is 94% in India. In current scenario of globalization, privatization & automation as well as in changing social scenario, it is growing day by day. Following features of unorganized workers are seen;

- i. Not getting benefits of available labour legislations.
- ii. Unorganized nature of workers at workplace.
- iii. Not definite relationships among employers & workers.
- iv. Adverse working and living conditions of unorganized workers.

Hence, such unorganized workers can be called as unsecured workers too.

There is no definite list of such workers; on the contrary it is growing continuously. The hawkers in urban settings can be added in them.

There are several rules, guidelines regarding hawkers prepared by government, especially by Pune Municipal Corporation. However the hawkers are not benefitted. Janiv Social Institution is an organization working for such workers.

In view of imparting education to such unorganized workers from Janiv Social Institution, an orientation was organized entitled 'Unorganized Workers Enlightenment Workshop' on August 25, 2015. Total 126 persons participated in it.

In the beginning (of orientation) Dr. Satish Shirsath stated the scope and problems of unorganized workers at national level. He made clear as the orientation is being organized for such hawkers engaged with Janiv Social Institution in which their different problems will be

discussed. He stated the total schedule of the programme.

Director & Head of the Department, Dr. Dhananjay Lokhande clarified the extension component of UGC and principle adopted by our University regarding social commitment. Besides field outreach activities, research & other academic activities were put forth by Dr. Dhananjay Lokhande.

Shri. Dnyaneshwar Molak (senior officer from Pune Municipal Corporation) stated legal & technical aspects of Pune Municipal Corporation regarding hawkers. He appealed the participants to take maximum advantage of Pune Municipal Corporation in this regard.

Shri. Nandkishor Jagtap (who has worked in the state government as senior officer) appealed the hawkers & the organizations working for hawkers to get united for not only welfare schemes but for own development.

Shri. Nitin Pawar (senior academician & activist working for unorganized workers & for other social cause) clarified the concept Unorganized workers as well as difficulties faced by them. He appealed to get united for rights & self development. He urged to have definite definition of unorganized workers in Indian context. He stated important labour legislations which can be useful for unorganized workers too.

The lectures were followed by discussion among participants & resource persons.

#### **c) Planning Meeting cum workshop of Extension Coordinators at college level:**

The noble principle s(i.e. 'extension', envisaged by UGC and 'Social Principle' adopted by Savitribai Phule Pune University) have laid foundation of activities of Department of Adult, Education and Extension. Each year a planning workshop is organized for the teacher coordinators. This year such an orientation cum planning meeting was organized in the University on August 2, 2015 in which programme coordinator from 53 colleges participated.

In the beginning, orientation coordinator Dr. Satish Shirsath welcomed all and clarified the background of the orientation programme. He stated the features of extension and social commitment & appealed the participants to get acquainted with extension programmes.

Director & Head of the Department, Dr. Dhananjay Lokhande reviewed various field outreach activities and other academic activities (publications, teaching programme & research) of the department. He clarified how such programmes are beneficial for social development and personal development too.

Principal & Dean of the University Dr. Sudhakar Jadhwar in keynote address stated how such programmes can fulfill requirements of society. He emphasized regarding the work of social education continuously & opined pleasure about such work being done by colleges.

An honourable member of the board of Adult, Continuing Education & Extension of the University Dr. Aftar Shaikh stated the need of skill development & competitive examination along with social education.

Another honourable member of the board of Adult, Continuing Education & Extension of the University, Principal R.P.Joshi in presidential speech, appreciated the work of university & colleges in fulfilling the objectives (Extension & Social Commitment). He appealed to design programmes according to changing needs of society & available resources.

This session was followed by technical session regarding nature of extension programmes, essential aspects while submitting accounts, important aspects to be understood (such as social needs, available resources, recording & reporting). This session was followed by

interactive discussion among the participants & teachers from the Department of Adult, Continuing Education & Extension.

**Production of a documentary :**

Mahatma Jotirao Phule is considered as great reformer in India. He realized the reason of backwardness of downtrodden sections in society i.e. women, shudras, atishudras , farmers, workers etc. The root of their backwardness lies in lack of education in them. Mahatma Jotirao Phule fought for making each group self-reliant from their agonies and pains . For that he deployed several methods and strategies such as education and enlightenment of such persons ( by promoting formal as well as non formal education, organizing such persons under the umbrella of Satyashodhak Samaj, writings, appeal to government authorities etc). Mahatma Phule did coordinate several activities with many individuals and organizations. Many persons did follow him too. Such persons appreciated the noble work of Mahatma Phule. These words of appreciation throw light on the work of Mahatma Phule for empowerment of downtrodden groups in society. A comprehensive documentary has been developed by the department which consists of such appreciations. The appreciation words are from some following big personalities,

Dr. Babasaheb Ambedkar, Mahatma Gandhi, Rajarshi Shahu Chhatrapati, Sayajirao Gaikwad, Maharshi Vitthal Ramji Shinde, Prabodhankar Thakre, Pandit Jawaharlal Nehru, Yashwantrao Chavan, Mama Parmanand, Raosaheb Kale, Yashwant Phule (Son of Mahatma Phule), Bhau Kondaji Dumbre patil, Gyanoba Sasane, S.M. Joshi, Prof. G.B.Sardar, Justice M.G. Ranade.

**Programmes in which participated ;**

S.No.	Programme detail	Remarks
1.	May 13, 2015. National Seminar on `Adult Education & Extension Programmes in India : Current paradigms and Future Plans` (on the occasion of birth anniversary of Dr. Bhalchandra Phadke).	Participated and presented paper entitled `Reconceptualizing and Extending the Scope of Extension`.
2.	August 06, 2015. A Regional Research Conference organized by B.C.U.D., Savitribai Phule Pune University - Innovations.	Participated and presented research paper entitled `Socio-Economic Status of Unorganized Laour of Majoor Addas : An Extension Approach for Intervention`.
3.	September 14, 2015. A state level workshop on `Lifelong Learning and Extension`.	Participated. It was meant for faculty members of Departments of Adult, Continuing Education & Extension in Maharashtra.
4.	September 25, 2015. A seminar organized on thoughts of `Dr. Baabasaheb Ambedkar regarding Education` at Dr. Babasaheb Ambedkar College, Yerwada.	Participated and Delivered lecture.
5.	November 6, 2015. A national seminar entitled `Dr. Babasaheb Ambedkar & Democracy`	Participated and Presented paper entitled `Dr.Babasaheb Ambedkar : The Great Democrat`.
6.	December 21, 2015. A national seminar entitled `Human Rights & Dr. Babasaheb Ambedkar`.	Participated and Presented paper entitled ` Human Rights of OBC Women in India : Status and Measures for Empowerment`.
7,	January 27, 2016. A national seminar entitled `Dr. Babasaheb Ambedkar and Constitution`	Participated and Presented a paper entitled `Sanvidhanatun Manavi Mulyanchi Mandani`.
8.	February 9, 2016. A training cum workshop entitled `Lifelong Learning for sustainable Development and social change : Collaboration with Universities and NGOs.	Participated.
9.	February 13, 2016. A national workshop on `Panchayat (Extension to Scheduled Area ) Act 1996 Maharashtra Rule 2014 : Strenghts and Challenges.`	Paticipated.

10.	March 10 & 11, 2016 National Seminar on 'Dr. Babasaheb Ambedkar Contribution for Empowerment of Deprived Classes'.	Participated and presented paper entitled 'Contribution of Dr. Babasaheb Ambedkar in Empowerment of deprived classes : Some true aspects'.
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**Papers published :**

S.No.	Paper	Details
1.	OBC Sahityacha Vichar.	Published in Saksham Samiksha' Pune ( Quarterly July – September 2015 ) .
2.	Mahatma Phule Yanche Marathi Sahityat Yogdan.	Published in Souvenir of National Seminar on 'Samaj Sudharakanche Marathi Sahityala Yogdan' organized by Shri Siddhi Vinayak Mahila Mahavidyalaya, Pune. (January 22-23, 2016)
3.	OBC ani Arakshan.	Published in souvenir of National Seminar on 'Caste and Politics' organized by Hutama Rajguru Mahavidyalaya, Rajgurunagar ( January 2 -3 , 2016 ).

**NAAC Co-ordinator :**

Our university is going to face NAAC for the third time. I have been assigned a responsibility as a NAAC coordinator of the Department. In this concern, I carried out following responsibilities,

- Collecting, editing & compiling required information of the department.
- Preparing various reports.
- Presenting before relevant team ( with the help of the teaching and administrative staff). I am carrying out the responsibility as NAAC (IQAC) Coordinator of the Department.

**Rathi Prizes :**

From the endowment given by Shri. Jagannath Rathi Charity Trust, Pune the Savitribai Phule Pune University gives two prizes for excellent work in continuing education , extension work and life skills development programmes. The university has assigned this responsibility to the Department of Adult, Continuing Education & Extension.

For administering these prizes for 2015-16, a committee was formed as under :

1. Dr. Dhananjay Lokhande – Chairman
2. Dr. Raja Dixit – Member
3. Prof. Tej Niwalikar – Member

#### 4. Dr. Satish Shirsath – Member

This committee prepared norms for screening and selecting the awardees. Accordingly, the University departments, colleges & NGOs ( who had participated in the work of Department of Adult, Continuing Education, & Extension during 2012-13, 2013 -14 & 2014-15 ) were asked to submit proposals. Based on acquired proposals, following awardees were selected,

<b>Awardee</b>	<b>Level of awards</b>	<b>Nature of prizes</b>
1, Arts, Commerce & Science College, Kalwan ( Manur ), Dist : Nashik.	Institution / College level	-Rs 15,000.00 -Memento. -Certificate of appreciation.
2. Smt. Malti Siddharth Wankhede(Trailokya Bouddha Mahasangh Sahayaka Gana, Dapodi, Pune )	Individual level	-Rs, 10,000.00 -Memento. -Certificate of appreciation.

In the Foundation Day function of the Savitribai Phule Pune University ( 10<sup>th</sup> February, 2016 ) these prizes were given at the hands of Hon'ble Vice-Chancellor Dr. Prof. W. N. Gade.

**Report on National Workshop on “Panchayat (Extension to Scheduled Area) Act 1996: Maharashtra Panchayat (Extension to Scheduled Area) Rule 2014: Opportunities and Challenges Conducted by the Department of Adult, Continuing Education and Extension, Savitribai Phule Pune University (formerly University of Pune) on 12<sup>th</sup> and 13<sup>th</sup> February 2016.**

**- Dr. Bhoumik Deshmukh, Professor**

**Background:**

Few Known tribal development Volunteers, activists and tribal Sarpanches expressed their wish to have a discussion, deliberations and interactions on the strengths & weaknesses of newly notified PESA rules in Maharashtra and on overall PESA 1996 in University Sometimes back in last July and subsequently in November 2015. On invited opinions some learned persons on PESA also endorsed the expressed wish of activists including Deputy Secretary tribal development cell of Hon'ble Governor's Office at Rajbhavan. Lastly on putting my idea Department of Adult, Continuing Education and Extension agreeable to accept formal proposal to be executed.

**Introduction to Workshop:**

Tribals are the oldest settlers in the country residing in North-East, Central, West and South India and percentage of their population is 8.6 (2011). These original inhabitants are known for their rich culture and values through which they interpret the philosophy of their life. These communities were never the part of Indian Social system since they had their own social, economical, political legal and administrative systems alongwith distinct culture. Today though politically and administratively they become the part of Independent India still they are awaiting the status of original inhabitants or indigenous people of India.

The Indian Government stated position at the UN is that it considered the entire population, including tribal people, at its independence and their successors as indigenous. This would put India in a unique position as the only country in the world populated entirely by indigenous people. This position of India is problematic because it amounts to denial of the existence of distinct indigenous people within its territories and is also, in itself, an expression of discrimination to the indigenous people of the country (HRI, status Report 2012).

Despite making the constitutional provisions in schedule V & VI to safeguard the interest of tribal communities in India it is experienced by planners & administrators that tribal community development is somewhat difficult work to be done in consistent with constitutional provisions because of their distinct culture. Their life pattern embodying philosophy of tribal life having consumption oriented economy. History says that this pre-literate society never had any desire to store the resources for their future but struggle to protect and sustain the humanity and ethical values which in turn they lose their culture and getting huge displacement.

However, government of India realised the importance of tribal culture as a national asset and endeavoured to protect and conserve it by giving recognition to the principle of tribal self rule and enacting the panchayat (Extension to scheduled Area) Act (PESA) 1996. The silent feature of this act is 'to provide people centric governance and the control over community resources and their life, with a central role to Gram Sabha'.

It was expected to make the rules by respective states on the lines of central PESA 1996. Accordingly Government of Maharashtra notified the 'Grampanchayat Rules (Extension to Scheduled Area) 2014 on March 4, 2014. However members of



Grampanchayats and people in general in Scheduled areas are having very less awareness about the PESA provisions and rules to be executed by the Grampanchayats.

It was on this backdrop two day workshop on PESA Rules 2014 has been conducted by the Department of Adult, Continuing Education and Extension for the tribal development workers.

#### **Objectives of Workshop**

1. To understand the provisions of Maharashtra PESA Rules 2014,
2. To identify and discuss the gap between reality in tribal life and PESA provisions,
3. To discuss in detail the strengths and weaknesses in PESA provisions and accordingly make suggestions to the government.

#### **Participants:**

Total in all there were 68 tribal development workers, NGO representatives including internal faculty members and resource persons were participated in the workshop.

#### **Review of Literature:**

In order to understand the background of PESA and to facilitate the workshop, limited related literature has been reviewed which includes mainly Gazetters of Government of Maharashtra, research papers published in periodicals and journals, etc. Government of Maharashtra, Gazetters, General Part IV(B) March 4, 2014 has given the full description of Maharashtra Grampanchayat (Extension to Scheduled Area) Rule: 2014 that helps to understand the provisions and Rules. Dr. Milind Bokil (Hakara: July-September 2014) draw an attention towards ambiguity in the governments role and sometimes limitations in accepting the resolution of Gramsabhas. Neelima Deshmukh (Ashwattha : April-June 2013) in her study concluded that, 'tribals and forest cannot be separated. They are independent and this relation needs to be strengthened. The 1927 forest Act is not supportive to the people and some of its provisions needs to be changed because those cannot protect the forests and their interest cannot be ignored. Unless the tribals are given their rights over forests it cannot be protected. Parimal Singh, I.A.S. (Hakara; July-September, 2014) narrated that 'PESA Rules have prepared a fertile ground for far reaching changes in Scheduled Areas. The Rules pave the way for the appropriate panchayats and the Gram Sabhas to take informed decision on a number of issues such as minor forest produce, natural resources, land alienation, migration, credit, selection of beneficiaries, Social audit etc.'

#### **Process:**

In her inaugural speech Dr. Rajeshwari Deshpande, professor in politics, and Public Administration brought out some basic issues regarding promotion, invasion and integration of culture. One's own culture being promoted or integrated with other cultures. Tribal is being a distinct culture should preserve and promote or preserve and integrate? that is basic issue in today's socio-political scenario. This means that different vested interest groups have been working in the society which many times restricts the development process. In fact this act discourages the decentralisation and leads towards centralisation. She draws attention towards decentralisation as being very objective of PESA'. PESA promotes political participation of people and on other side in reality bureaucratic control over the functioning process of village, it is unfortunate for the tribal people. How tribal people could achieve the further political step through local level participation? It can be a challenge before us today, further she added.

Dr. Raja Dixit, Professor of history in his presidential address expressed the fear about the word 'consensus'. While elaborating the term through tribal perspective he said that decision making process in tribal 'Jamait Panchayat' is said to be the 'consensus' act practiced by the tribal communities which is dangerous and challenge to development of tribal communities. Ultimate development is not only for the males but it is equally the right of women. PESA envisaged the development of both male and females in tribal communities, further he added.

At the outset professor Bhounik Deshmukh, coordinator of the workshop gave detailed outline including objectives of workshop. He stressed upon the tribal autonomy in history and present perspective of elites and tribal communities towards tribals and self respectively. He quoted article 19(5) of Indian constitution which secure the right to preserve and prevail the culture and language.

Shri. Mahesh Raut spoke on the various dimensions particularly he highlighted the Provisions of (Panchayats Extension to Scheduled Areas) Act, 1996, was passed by Parliament. It extended Part IX of the Constitution relating to Panchayats to the Scheduled Areas. PESA had great potential for expanding autonomy of tribal Gram Sabha and ensure their access to natural resources, prevent alienation of land, counter displacement and land acquisition, and ensure the control of appropriate Panchayats over all social sector programs. This paper briefly outlines some issues that need to be addressed so that PESA is successfully implemented.

### **1. Bringing of State subject laws in line with PESA**

Most of the Acts that are concerned with PESA have now been brought in line with PESA. These include laws concerning minor mineral, village markets, access to minor forest produce, water bodies, etc. Detailed PESA Rules have been issued in 2014. However, certain Acts that deal with powers of Gram Sabha to deal with land alienation have not been changed.

### **2. Creation of (PESA) villages**

As per PESA, every hamlet/habitation/group of hamlets or habitations shall be a village. Accordingly, as per Rule 4 of PESA and GR dated 19/05/2015 of the Rural Development Department, the process of village creation has been defined. It is necessary that every hamlet in Scheduled Areas is made aware of this provision and villages declared at the earliest. Each of these villages are mandated by PESA to have an independent Gram Sabha.

### **3. Delineation of natural boundaries**

Since PESA gives to the Gram Sabhas the access to natural resources, due care shall be taken while identifying PESA villages to accurately identify natural boundaries such as forest produce boundaries, minor water bodies, minor mineral boundaries, etc. In this regard detailed instructions have been issued by GR dated 19/05/2015 issued by Rural Development Department. It is to be noted here that as a rule the Gram Sabha's identification of the natural boundaries should be believed unless there is a dispute with a neighboring Gram Sabha.

### **4. Establishment of Gram Sabha Kosh**

As per Chapter III of PESA Rules, Rule 14 states that every (hamlet level) Gram Sabha shall have its own Gram Sabha Kosh. The Gram Sabha shall have compete rights of its usage as per resolutions of the Gram Sabha. Hence, creation of village level Gram Sabha at the earliest is very important especially in the context of the fact that the Government has devolved 5% of annual TSP to Gram Panchayats and Gram Sabhas in pursuance of Hon'ble Governor's notification.

## **5. Access to Minor Forest Produce (MFP)**

Here, a distinction may be made between FRA, 2006 and PESA, 1996. While in FRA the right to access MFP has to be claimed, in PESA access to ownership of MFP is inherently vested with the Gram Sabha. Hence, Gram Sabhas can immediately start accessing the MFP as per their traditional customs.

By notification dated 19/08/2014 and 30/10/2014 Hon'ble Governor has ensured that –

- i. all MFPs including bamboo and tendu, are owned by the Gram Sabha.
- ii. the right to issue permit passes for the transportation of minor forest produce are with the Gram Sabha.

## **6. Land alienation**

As per section 4(m)(iii) of the PESA, the Gram Sabha is empowered to prevent alienation of land in Scheduled Areas and to restore unlawfully alienated land. There is a possibility of existence of cases unlawfully alienated land in Scheduled Areas, especially in centres close to urbanized areas. Since, detailed instructions have been issued in PESA Rules (Rule 23 to 25), Gram Sabhas may be asked to ensure finding cases of illegal alienation so that the illegal land is restored.

While concluding the presentation he said that the legal architecture consisting of changes in State subject laws and PESA Rules has been largely complete. Now there is a need to implement these laws and Rules in right earnest. Both Government and civil society initiatives can together help in effective implementation of PESA.

Dr. Milind Bokil, Pune based development expert and author reiterated and appreciate the inclusion of the concept of 'Village Gramsabha' and 'Vasti (hamlet) Gramsabha' in PESA. Particular Grampanchayats Gramsabha cannot give justice to all the tribal hamlets. In Maharashtra tribal habitation is scattered in 'Pada', 'Vadi' or 'Gaon' therefore 'Vasti' Gramsabha was the need of hour which is included in Maharashtra PESA rule which has been welcome step taken by Government of Maharashtra. Further he brought out the important provisions in new PESA Rules i.e all the names included in panchayat electoral list will be the members of Gramsabhas secondly name of the habitation could be given status as village on the demand of 50% Gramsabha members- Third important provision is that it is assumed that grampanchayat is executive committee of Gramsabha and it will work under the supervision of Gramsabha.

He quoted the principle of consensus through which MendhaLekha Village in Gadchiroli district has worked on the line. Grampanchayat can form various standing committees in which 50% women members could be included. Gramsabha will assure that no land of tribal member would be transferred to non-tribal member in the village, Management of natural resources is also assured by the PESA rules. Lastly Dr.Bokil draw an attention towards non-recognition to the principle of Gramsabha of Vasti by the new PESA rules.

Shri. Mahadeo Waghmare retired Deputy Comissioner of YASHADA, Pune made a presentation on strengths, opportunities and challenges in PESA. He started with the significant constitutional provisions related to tribal communities. In later part of his presentation he highlighted the provisions in PESA 1996. On strengths of PESA he stressed that PESA is a mini constitution in Indian constitution which extends right to decide and prepare development plan of the village as well as control over the community resources. While talking on challenges he said that strengthening of Gramsabhas and Panchayati Raj Institutions in tribal area is necessary. Continuous training of members of P.R.I is required. Encroachment and invasion on tribal resources and culture from outside communities is one

of the biggest challenge. There are increasing cases of transfer of tribal land to non-tribals and loss of livelihood resources. If alternate livelihood resources are not provided there will be big threat to the tribal identity and existence, further he added. Social and Political integration should be maintained amongst the tribal communities. On opportunities he claimed that “Our problems, Our Gramsabha and Our answers.” In order to do it PESA gave an opportunity to create new socio-economic and political structure.

Shri.Prashant Shinde, social worker from Ahmednagar gave an importance of Gramsabha in effective execution of PESA. On the end of the first day and before evaluation of the first day exercise Shri. Vijay Ghote, Nashik based Social worker screened the film on PESA and Tribal Self-Rule produced and directed by him.

Shri. L.K Madavi tribal social activist from Nagpur emphasized on tribal culture, cultural practices and the importance of PESA in preservation of tribal culture. He said that tribal culture is not a superficial act of people but it has deep values and philosophy of human life which need to understand and accordingly tribal people should decide and make village development plan. Development plan should not keep aside the original tribal culture norms & values based on ‘totem’.

All the faculty members of the department of Adult, Continuing Education and Extension Dr. Dhananjay Lokhande, Dr.SatishShirsath, Dr. Vilas Adhav, Dr. NavnathTupe, Dr.P.V Gupta have been actively participated and facilitated the technical sessions of workshop.

Shri. Pandurang Bhoje, Assistant professor, Shri. BhimsinghValvi, Shri. EknathBhoje, Shri. Bagul have been coordinated the sessions.

Shri. Eknath Bhoje, Nashik based social worker brought out the gaps and some challenges in execution of PESA & Rules as under,

1. Government officials executing PESA & Rules without the required corum of Gramsabhas. It means there is no adequate participation of tribal people in the decision making under PESA provisions.
2. Trained officials in PESA provisions who have received training from competent agencies such as Gramsevaks, Sarpanches, Coordinators do not provide the information to the people at grassroot level which resulted into the ineffective functioning of Gramsabhas as far as PESA decisions are concerned.
3. Gramsevaks do not issue the notice of Gramsabhas in due course of time of period i.e. at least 15 days before the Gramsabhaa date.
4. Gramsevaks and Sarpanches playing with papers only; They shows spurious Gramsabhas and keep bogus records since there is no monitoring in the entire process.
5. Gramsabhas doesn't received information about various government schemes.

On this backdrop Shri. Eknath Bhoje made some suggestions to execute PESA effectively.

1. Participation of each family in Gramsabha from the village to be made compulsory. Absence should be made punishable.
2. Gramsabhas should be convened on the convenience of people and be informed to the people well in advance.
3. There should be provision to borne expenditure of Gramsabhas and other committee meetings from the Gramsabhas.

4. Post of assistant secretary to be created to convene & conduct the Gramsabhas and Gramsabha allowance to be given to the members in order to increase the participation.
5. PESA should be made applicable to all types of villages i.e. revenue, forest etc.
6. In order to prepare the village development planning competent NGOs should be nominated to provide technical assistance to Gramsabhas.

Shri.KundalikKedari, Pune based social worker and passionate promoter of tribal culture stressed on to have a pace for tribal culture and its preservation, promotion in PESA. There are hundreds of culture forms in tribal communities in state and country such as oral literature and art, tribal music, dances, folkdances, folklores, art and crafts. He appealed that preservation and promotion of tribal culture should be made through the PESA. Shri.BabulalNaik and PromodNaik of Nandurbar anguished the poor condition of tribals in the district and urged to start struggle for the effective implementation of 5 and 6<sup>th</sup> schedule of constitution, Shri.D.B.Ghode, retired Government officer and social worker blamed today's leadership in villages. Sarpanches are not democracy centric. Bilateral decisions have been taken by them in the villages which adversely affects on the development of tribals. Dr. HiranGavit of pune suggested to avoid the ambiguity in PESA and appealed that Government should take tribal people into confidence while amending the act.

Shri.Sandip kokate of Ahmednagar stated some hurdles in tribal development in general and PESA execution in particular i.e;

1. N.G.Os,
2. Contractors, and other middle agencies
3. Corruptive Leaders including tribal and political parties.

Further he demanded to make resurvey of tribals habitations to increase the scope of PESA.

In Valedictory session Shri.L. K. Madavi, Shri.Mahesh Raut, Shri.Meghnath Gavali, Shri.Bagul and Dr.D. B. Lokhande expressed their views on PESA and appreciate planning &organisation of workshop. Lastly Dr.Bhounik Deshmukh expressed to have collective thinking and action on part of tribal communities in order to improve their condition.

**Savitribai Phule Pune University**  
Department of Adult, Continuing Education and Extension

**Vilas Adhav, Professor**

**On the eve of 125<sup>th</sup> Birth Anniversary of Dr.Babasaheb Ambedkar**  
Co-ordinated/Organised Programmes in Colleges during 2015-16.

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Sr.No	Date	Theme/Title	College/Venue	Resource Person	Beneficiaries
1.	24/09/2015	Dr.Babasaheb Ambedkar&Education	Dr.Ambedkar Arts & Science College, Jay Javan nagar, <b>Yerwada</b> , Pune.	1.Prin.D.G. Deshkar 2.Prof.Prakash Pawar 3. Prof.Kiram Survase 4. Dr. Rambhau Bhailume.	53
2.	29/09/2015	Dr.Babasaheb Ambedkar and Education	Bharatratna Dr. Babasaheb Ambedkar College,85, Shinde sarkar wada, <b>Aundh</b> , Pune- 411 007	1.Prof. Dr. Indrajeet Jadhav 2.Dr. Raja Dixit 3.Dr. Vrushali Randhir 4.Mrs. Shardatai Munde.	66
3.	17/10/2015	Dr.Babasaheb Ambedkar & Education	Dr.Babasaheb Ambedkar Commerce & Maharshi Shinde Arts College,Ahilyashram,896, <b>Nana Peth</b> ,Pune-411002	1.Dr.Prabhanjan Chavan 2. Prof. Anant Sonwane 3.Prof.Dattatray Kambale	63

4.	27/10/2015	Dr.Babasaheb Abedkar &National Integration	Dr.Ambedkar Arts & Science College, Jay Javan nagar, <b>Yerwada</b> , Pune.	Dr.Pratima Pardeshi Dr.Prakash Pawar Dr.Mahesh Devkar Dr.Gautami Pawar	53
5.	28/10/2015	Dr.Babasaheb Ambedkar & National Integration	Progresive Education Society's Modern Arts, Science & Commerce College <b>Ganesh Khind</b> , Pune-411016.	1.Dr.Vijay Khare 2.Dr.Amol Vidhyasagar 3.Dr.Vrushali Randhir 4.Smt. Ananya Bibave	52
6.	12/12/2015	Dr. Babasaheb Ambedkar 125 jayanti programme	Bharatratna Dr. Babasaheb Ambedkar College,85, Shinde sarkar wada, <b>Aundh</b> , Pune- 411 007	1. Prof. Harsh Jagzap 2. Prof. S M. Tamboli	51
7.	14/12/2015	Dr.Babasaheb Ambedkar & National Integration	Mahatma Phule College <b>Pimpri</b> , Pune-411017	1.Prof.Shamshuddhin Tamboli 2.Prof.Divakar Bagul 3.Dr.Rajabhau Bhailume 4.Prof.Prakash Pawar	50
8.	07/01/2016	Dr. Babasaheb Ambedkar and Gender Equality	Baburaoji Gholap College of Arts, Science and Commerce, <b>Sangvi</b> , Pune- 411 027	1.Mr. Arun Rodhe 2.Mr. Prakash Pawar	76

9.	07/01/2016	Dr.Babasaheb Ambedkar-life & Work	Shri. Siddhi Vinayak Arts and commerce Mahila Mahavidyalaya , <b>Karvenagar</b> , Pune 411052	Prof.Dr.A. P. Kulkarni Prof.Dr.Ganesh Raut	30
10.	06/02/2016	Dr. Babasaheb Ambedkar and Current Status	Shree Swaraj Education Society, Swaraj College of Commerce & Computer Science <b>Dhankawadi</b> , Pune -411 043	1.Prof. Pratima Pardeshi 2.Prof. Nisha Bhandari 3.Prof. Ashlesha Jadhav 4.Prof. Ram Karote	51
11.	26/02/2016	Indian Democracy and Dr.Babasaheb Ambedkar	Sahebrao Shankarrao Dhamdhare Arts and Commerce College Talegaon Dhamdhare Tal.Shirur Dist. Pune-412208	1.Prof. Anil Madhale 2.Prof. Sanjay Gaikwad 3.Prof. Avinash Salve 4.Prof. P.D Gaikwad	56
12.	15/04/2016	Bharatratna Dr. Babasaheb Ambedkar jayanti programme	Bharatratna Dr. Babasaheb Ambedkar College,85, Shinde sarkar wada, <b>Aundh</b> , Pune- 411 007	1.Prof.Tej Nivalikar	78
13.	09/05/2016	'Caste in India' Centenary Year Program. (paper was written by Dr.Babasaheb Ambedkar)	Bhaujan Hitay Prakalp, <b>Dapodi</b> , Pune	1.Prof.Prakash Pawar 2.Dr.Dhananjay Lokhande 3.Dr.Vilas Adhav	100



### National Workshops & Seminar Organised at University Level

Sr.No	Date	Theme of the Workshops & Seminar	Resource Person	Beneficiaries
1	06/11/2015	Dr. Babasaheb Ambedkar and Democracy	Prof. R.S. Deshpande Prof. Raja Dixit Prof. Vilas Wagh	100
2	21/12/2015	Dr. Babasaheb Ambedkar and Human Rights	Prof. P. G. Jogdand Prof. Sadanand More Prof. Raosaheb Kasbe	100
3	27/01/2016	Dr. Babasaheb Ambedkar and Indian Constitution	Prof. Umesh Bansode Prof. R.K. kale Prof. Dilip Ukey Prof. Bhai Vaidya	100
4	10/03/2016 11/03/2016	Dr. Babasaheb Ambedkar Contributions for Empowerment of Deprived Classes	Prof. Vilas Wagh Prof. Gautam Gawali Shri. Uttam Kamble Prof. Raosaheb Kasbe Prof. Nagnath Kottapale Dr. Baba Adhav	100

**National workshop on ‘Dr.Babasaheb Ambedkar and Human Rights ‘on the eve of  
125<sup>th</sup> birth anniversary of Bharatratna Dr.Babasaheb Ambedkar**

**Date: 21<sup>st</sup> December 2015**

**Report**

Department of Adult Continuing Education and Extension of Savitribai Phule Pune University Pune organised a one day national workshop on ‘Dr.Babasaheb Ambedkar and Human Rights ‘on the eve of 125<sup>th</sup> birth anniversary of Bharatratna Dr.Babasaheb Ambedkar, on 21<sup>st</sup> Dec.2015.Dr.Vilas Adhav, coordinator of the workshop spoke about the conference in the beginning. He stated that the Department of Adult Continuing Education and Extension is conducting various activities to spread the valuable thoughts of Dr.Babasaheb Ambedkar in different areas like democracy, human rights, women empowerment, economics etc. at three levels; colleges, Savitribai Phule Pune University Pune and society. The participants in the workshop were invited from different groups. The academicians, the common men and women from the society, and the professionals working in different areas.

Dr.Dhananjay Lokhande, Head, Department of Adult Continuing Education and Extension felicitated the dignitaries on the dais. He elaborated the objectives and functions of the department. He also gave information about various academic programmes and activities conducted by the department to serve the purpose of extending the knowledge created in the academic process of the University of Pune to the society; which is the basic objective of the establishment of the Department of Adult Continuing Education and Extension.

Prof. Dr. P.G. Jogdand spoke on ‘Human Rights’ in his keynote address. He expressed his thoughts on three lines .The scope of human rights, the relationship of Dr. Ambedkar and Human Rights and violation of human rights of dalits especially in Beed and Ahamadnagr District. He explained that the human rights exist in the society. They are not conferred. Every human being can enjoy human rights. There is universal declaration of human rights and human values like justice, dignity, social respect are included in human rights. He observed, caste system prevailing in India is a big hindrance in asserting human rights and establishing egalitarian society in India. Existing social system in India is conflicting. India will have to fight with the problem of untouchability and Hindu social order to establish human rights in India. Though there are laws to protect human rights and abolition of the wrong social practices like untouchably, they are not observed .The Existence of Khap panchayat ,rural urban divide, the issues of Adivasies due to destruction of environment proves that there is violation of human rights in India. Many studies show that untouchably is still practiced in some areas of the country. Discrimination is observed in case of dalits. They are not allowed to wear new clothes ornaments etc. He asked the academicians and researchers to suggest the remedies to stop violation of human rights of dalits.

Dr.Jogdand explained how Dr.Ambedkar fought for human rights of dalits in the social, political and cultural area. Dr.Ambedkar’s expectation from the society was only to treat human beings as human beings and protect dignity of human being. He wanted to establish a ‘just’ society based on liberty, justice, equality and fraternity. He used to say we do not want charity and our fight is not against individual but against social system. He was of the opinion that implementing programmes in the villages is the remedy to the problem of untouchably. His anti caste discourses were part of his efforts to abolish castes. According to him abolition of caste system is the only solution to establish equality in the society. However Indian socialists did not take account of the caste system. Caste system is the system to govern human behaviour which treated some castes and their profession as pure like those of Brahmins and some castes and their professions as impure like scavengers.

Dr. Jogdand added that in modern times it is said that caste system is withering away. However individual castes are tied. Caste identity is becoming important in the era of globalisation. People search for people of same castes in marriages and deaths. The hierarchy in caste system is still there and castes in castes are becoming stronger. Dr. Jogdand said there is a need to conduct studies on relationship between dalit assertion and atrocities. Politically dalits are well aware. They are asserting against discrimination through literature, associations, Kala Manch, cultural troops. There are dalit women's organisations. However there is still violation of human rights which is evident from the cases like khairlanjee, Sonai, honour killing etc. Dr. Jogdand stated that Dalit middle class is emerging but they are paying back to the society. However entire dalit class is in problem zone today. There is political empowerment but the leaders are not working for dalits. The dalit movement is in problem zone. It is suffering from internal fragmentation. There is hierarchy in dalit sub castes. Now dalit identity is the chief problem before dalits.

Dr. Sadananda More was the guest of honour in the workshop. He focused on the historical perspective of the human rights in India. He stated that Rajaram Mohan Roy was the first thinker to give a thought on human rights in India. However Mahatma Jyotiba Phule discussed the human rights in people's language. Western countries talked about human rights. The Greek thinkers stated the concept of human rights first. Dr. More highlighted the discrepancy between theory and practice related to the human being. The definition of human being was 'man is a rational animal'. However the slaves were found in the society of human beings. The condition of women was also like slaves. Dr. More commented that religion was the distinguishing characteristic of human being than animals. Keeping any individual out of the religion means denying humanness in him was the thought prevailing behind creating religion. The power of creating religion gets reduced gradually in the hierarchy of social order created by human beings in the Hindu religion. Such power can be created with the help of 'Scripture'. Therefore Scriptures were created.

In this way Shoodras in 'Varna' system of Hindu Dharma did not have right to create 'Dharma' being last in the hierarchy of Chaturvarnya in the Hindu social order. 'Every 'Varna' has more or less power of creating Dharma according to their position in the Varna system. The scriptures confer rights to the human beings to keep away some human beings out of the religion. The developments of Varna system and caste structure in India were known and discussed in England. The thinkers in England predicted that railway will abolish casteism in India. But it did not happen. The discrimination among human beings was controlled by the scriptures. There were many Smritis in India. However Dr. Ambedkar selected Manusmriti which included Varnavyavastha to explain discrimination among human beings. Manusmriti stated rights and duties of every 'Varna'; but the language is deceptive. The language had become source of exploitation. The duties of a group of people in Manusmriti became rights for them and the rights of a group of people became duties for them. There was concept of 'Shatkarm' for all four 'Varna' s. The Karmas or duties for Brahmns were Yajan – doing Yadna, Yaajan-working as a purohit i.e. priest, Adhyayan-learning Vedas, Adhyapan-teaching Vedas, Dan-giving, Pratigraha-taking. Only Barhmans have authority to do these 'Shatkarmas'. Kshatriyas and Vaishyas were allowed to do Yajan, Dan and Adhyayan. Out of the Shatkarmas, Shoodras were given the duty of serving all the three Varnas. Thus they had only duties and no rights. Therefore they should fight for their rights. There is concept of 'Apaddharma' where one can perform Karmas of lower 'Varna' when one cannot earn his livelihood through his own Dharma emerged due to a particular Varna. 'However the people of lower 'Varna' s cannot perform Karma' s of upper 'Varna' s. Here the language is of duties but the practice is of rights. Mahatma Phule started movements for the rights of all Varna s. He wanted to have some rights for all Varnas including

Shoodras. But he was not successful. Dr. More threw light on the developments in the movements of human rights in the West. There was movement in the U.S.A. for human rights. Thomas Paine put forth discourse of human rights. It was asserted that the God has created human being and there is no discrimination between men and women. The liberals and freedom fighters in India like Agarkar, Tilak learned human rights from England. The thinkers like Lock and Mill stated disposition of human rights. Marx did not agree with this disposition. Because according to Lock the human rights were confined to right to person and property. British Law was developed and continued further. Marx carried forward the conclusion of Lock of right to person and property; but the person explained by Lock was capitalist and according to Marx a labourer. The Marxism spread in India also. Dr. Ambedkar came forward in this scenario. His thoughts had background of the French Revolution. He incorporated the human values of equality liberty and fraternity in the constitution. However he stated that these human values are taken from Buddhadharma and not from Communism. Here the thought process in India gets confined and cannot progress further.

Dr. Raosaheb Kasbe expressed his thoughts on human rights in his presidential address. According to him the concept of rights is found in a particular stage of human development. The human rights are not given by the god or nature. They are the creation of human being. In the history of philosophy it is always observed that the principles in the philosophy are not found in practice. e.g. If the whole universe is created by the 'Brahma' and all are Brahmans then why there is practice of untouchability. The concept of treating human being as human being originated in the Greece. Socrates, the Greek thinker explained the concept of Soul and three divisions of soul. In one section of the soul dwells Thymos. It means the human desire for recognition as a human being. Here the problem of equality arises. In the early years of Indian history the Shoodras were not treating themselves as human beings. Shoodras and women were compared with dog, donkey etc. When the Shoodras realised that they are also human beings and the society should recognise them as human beings the question of inequality became important. The society has to accept Shoodras as human beings and if the society is not ready to give them such recognition the society will be compelled to accept it. Dr. Kasbe further stated that realisation of the people as they are human beings is important and Hegel elaborated this concept. According to him human being was fighting for getting recognition as a human being by others. Being aware of one's humanness, sustaining it, getting recognition by others for it and being ready to sacrifice one's life also for such recognition is called a human being. There were movements in the 18<sup>th</sup> and 19<sup>th</sup> centuries for freedom and also there were movements of Nigros for getting such recognition from the society.

The movement of Dr. Ambedkar was only for getting recognition as a human being to a human being. According to Hegel the next stage of Thymos is treating oneself superior to others. The emergence of dictators, scriptures, isms like fascism is due to this feeling of human being. According to Socrates when human being gets recognition as human being; he must be controlled. He must not be allowed to be inhuman. Thomas Paine, Mill, Bentham analysed human rights. Mahatma Phule was influenced by thoughts of Thomas Paine. Thomas Paine was unsuccessful in giving this heritage of human rights to the Europe; as the capitalism in Europe was centred on property and person. State non intervention was the policy in Europe. Dr. Kasbe commented that, if Paine could have been successful in passing the heritage of human rights to the Europe; the revolutions in Europe would have been different than they were at that time. According to Dr. Kasbe Saint Dnyaneshwar also followed the theory of 'Shatkarma'. According to him Saint Tukaram and Saiwt Kabir criticised Vedas and stated that not learning Vedas is not a loss to them. Mahatma Phule and Dr. Ambdkar thought of human rights. He coordinated the human rights defined in the Europe

and the U.S.A. According to Dr.Kasbe, those who dominate make laws.’ The human being should know his duties and rights. Dr. Ambedkar made aware of the rights and duties to the people in India. Now it is the duty of Indians to see nobody tries to rule others.

Dr. Satish Shirasath proposed vote of thanks of the inaugural session.

Dr.Bhamik Deshmukh was the chief speaker in the post lunch session. Dr. Navnath Tupe introduced him. He spoke on ‘Dr. Babsaheb Ambedkar Manavi Hakkanche Sanrankshnakarte.’ He stated that the rights took birth due to basic needs of human being. The human being has to have certain qualities to live like a human being. There are many needs of the human being like food, clothing, and shelter, freedom of expression, the social and cultural needs etc. The emergence of rights is due to these needs. Human rights mean an effort to satisfy these needs. There are primary and secondary needs. Food, clothing and shelter are the primary needs. Social and cultural needs are the secondary needs. Human being is the part of nature. Therefore he has a natural right to live as a human being. However he has to fight for living as a human being. He has to fight for getting air, water, food, and to satisfy the social and cultural needs. The Roman Culture thought of treating human being as a human being. Dr. Ambedkar derived the human values of French revolution as values of Gautam Buddha. Lord Buddha had a fundamental thought on human being. Yesu Christ, Saint Tukaram also thought of human being as a human being. The human values like freedom of expression, prestige were thought of in the period of Buddha. The human being tries to have those human values which have utility. There are some sources to have these values. The first source is religion. In Hindu religion the dalits, Adivasies ,and women were not accommodated. They were deprived of human rights. One can see that the needs and human rights are mixed in each other. Dr. Ambedkar started movement to get the psychological, social, cultural rights. The second source is natural laws. The third source is positivity. It means the human rights recognised by the government. Such rights are written in the constitution. When we think of religion we become negative. There was a tendency in the Hindu religion to keep one’s knowledge with oneself. There was increased negativity in the Hindu religion. On this background Dr.Ambedkar promised to convert negativity into positivity. He thought of human rights on three levels, moral, legal and political. He was of the opinion that one cannot always assert human rights by taking help of laws. Therefore the support of moral values is important. And it must be done on social level. Moral and legal rights must be thought of on parallel lines. When laws are proved useless; moral values must be used. When moral values are proved useless then support of laws must be taken. Dr. Ambedkar worked on three levels liberty, equality and fraternity. There is mechanism to protect human rights that is the constitution. In modern times the scope of human rights has increased. The human rights incorporated by Dr.Ambedkar in the constitution are for all .His efforts for human rights do not benefit only dalits but all exploited groups like women. If we take review of his efforts for human rights; we can see Mangoan Parishad, Bahishkrut Sabha, Lukhnow agreement, reserved constitutions for dalits etc. Women of all castes had an inferior position in the society. Dr. Ambedkar came forward for women’s liberation. Women were used to sustain caste system. There are various articles in the constitution of India for human rights like article No. 14,15,21,22,26,32,39,41,42,43 etc. However there is violation of human rights in India today also. Dr. Deshmukh observed that there is better position for women in the scheduled tribes than other castes. These values of the scheduled tribes and values of today need to be discussed.Dr.Navnath Tupe proposed vote of thanks.

The next session had paper presentations by research scholars. Mr. Vishnu Mangle presented paper on ‘Safai Kamgar and Dignity’. Dr. Suneel Dabhade presented paper on ‘Kamgaranchya Manavi Hakkasathi Dr.Babasaheb Ambedkar Yanche Yogadan’ Mr. Vinod Sooryavanshi presented paper on ‘Identity Politics’. Dr.Subhash Ahire presented paper on

‘Dalit Sahityachi Prerna Babasaheb Ambedkar’. Ms. Ketaki Bhosale presented paper on ‘Muslim Mahar’.

Dr.Dhananjay Lokhande was the chief speaker in the valedictory function. He appealed next generation to carry on dalit movement. Dr. Vilas Adhav spoke on various aspects of the multifaceted personality of Dr. Babasaheb Ambedkar. Dr.Satish Shirsath compered the programme. Dr. P. V. Gupta proposed vote of thanks of the valedictory function.

**National workshop on 'Dr.Babasaheb Ambedkar and Indian Constitution 'on the eve of 125<sup>th</sup> birth anniversary of Bharatratna Dr.Babasaheb Ambedkar**

**Date: 27<sup>th</sup> January 2016**

**Report**

Department of Adult Continuing Education and Extension of Savitribai Phule Pune University Pune organised a one day national workshop on 'Dr.Babasaheb Ambedkar and Indian Constitution 'on the eve of 125<sup>th</sup> birth anniversary of Bharatratna Dr.Babasaheb Ambedkar, on 27<sup>th</sup> January 2016. Dr. Vilas Adhav, coordinator of the workshop spoke about the conference in the beginning. He mentioned that it was the third workshop discussing a different facet of Dr.Babasaheb Ambedkar. Dr. Ambedkar is called as an architect of Indian constitution. Therefore the contribution of Dr. Ambedkar will be discussed in the workshop by eminent speakers.

Dr.Dhananjay Lokhande, Head, Department of Adult Continuing Education and Extension stated the role of the department. He stated, the knowledge created through research in the universities is extended by the department to the society. The department works for all. The department has conducted programmes in fifty percent of colleges where the centre of the department exists. He mentioned an incidence in Palghar, where people did not see flag hosting in this modern age also. It is necessary to write on such incidences. Reaching knowledge to the society is important. The women are benefited by the programmes conducted by the department.

Dr.Ukey Dilip Head & Professor, Department of Law, SPPU was the guest of honour in the workshop. In his speech he spoke on the effects of the incidents in the life of Dr. Ambedkar on constitution. He informed, Dr. Ambedkar had three mentors. Lord Buddha, Saint Kabeer and Mahatma Phule. According to him Mahatma phule's work can be stated as the true link between the society and the University. Jotiba Phule died in 1890 and Dr. Ambedkar born in 1891. Thus India is celebrating 125<sup>th</sup> birth anniversary of Dr.Ambedkar and remembering 125<sup>th</sup> death anniversary of Mahatma Phule. This is a coincidence. Dr. Ambedkar is not only Bharatratna, he is 'Vishwaratna'. He faced every challenge and difficulty in his life bravely and emerged victorious. He wanted to create a new society. In 1927, 'Satyagraha of Chavdar Tank' was a step towards it. When dogs and cats can drink water why not people of a particular caste drink water of the same tank was the question before Dr. Ambedkar. He wanted to destroy this tradition. In 1927 he burnt 'Manusmriti' Dalit women are exploited by the society. Their status is lower than animals. While constructing constitution mentioning word 'empowerment' was due to this incidence. It is useful for all womenfolk. In 1930, 'Satyagraha' of Kalaram Temple took shape. It was for the purpose of equal rights and not to take blessings of the God in the temple. He mentioned in the constitution that the human rights are based on equality for which he fought in this incidence. He established an independent 'labour party'. He stated in the manifesto that children would get free and compulsory education. Mahatma Phule advocated it in 1833 only. Now in 2010 the education is made compulsory in India. Dr. Ambedkar was of an opinion that if the country wants empowerment, there is no alternative to education. If the people want to get freedom from the feeling of being inferior and to live like a human being, it is possible only with the help of education. It is the milk of tigress. "Education is Secret of empowerment". The laws made for labourers are useful today also. Mr.Uperndra Bakshi stated that Dr.Ambedkar was one person with many facets. Dr. Ambedkar won the election in Bengal from general category. The main objective was to benefit Dalits in the country. The round conferences attended by Dr.Ambedkar were also to benefit Dalits.

Dr. Ukey Stated that Indian society is a type of building which does not have steps. The one who takes birth on a particular floor has to live and die on the same floor. He cannot go to other floors. Dr. Ambedkar tried to destroy this caste system in India. He was appointed as chairman of the drafting committee which was shocking. He was member of the advisory committee and Fundamental and minority committee also. There were long debates while constructing constitution. Dr. Rao was the advisor. The whole work of the constitution was done by the drafting committee. Dr. Ambedkar defines democracy as “the process of changing the social and economic life of common people without shading a drop of blood”. According to him there is ‘Panchasheel’ of democracy. If these five things exist in the society then only democracy can be said as successful otherwise it is failed.

- 1) There is no inequality in the country and no backwardness /backward people
- 2) There is an existence of responsible opposition party and it places a tight handover on the ruling party
- 3) Equality before law and administration
- 4) Constitutional morality
- 5) Public conscience

Now we have to think whether democracy was successful in India in 66 years of independence. Constitutional morality is superior to the constitution itself. Everybody should know that I have duties also not only rights. We have to test our democracy on the grounds that whether our country is treating human being as human being. Terrorism, fights between people will not happen if there is fraternity among people. Human being is an animal. However the qualities of an animal have remained in the human being though he has become a human being. How much change in Inequality, act of killing will happen will depend upon all the people in the country. Dr. Ambedkar was expecting social democracy and not political democracy. According to him existence of liberty, equality and fraternity means social democracy. Articles 9 and 15 prohibit discrimination on any ground. everybody is allowed to go to any public place. Reservation is given in article 16.4. The word particular class was used previously in the constitution. The word backward class was included after strong opposition. to it. Article 15.3 makes provision for making special laws for women and children. There was a proposal by Mr. Shaha, one of the members of the committee to include scheduled castes and tribes in that group. However Dr. Ambedkar opposed it on the ground that everything will be different for Dalits from common people. By burning Manusmriti he has become modern Manu. He changed the religion for keeping peace, fraternity and humanity. The true homage to Dr. Ambedkar will be by following his thoughts and principles. Then only we will become ‘Buddha’. One should surrender oneself to ‘Sangha’ one should sacrifice ego for that.

The keynote address was delivered by Dr. R.K. Kale. Former Vice Chancellor, Central University of Gujarat, Gandhinagar. He appreciated the type of programmes conducted by the department and emphasised the necessity of such programs. He said that the personality of Dr. Ambedkar is multifaceted. According to him Pandit Neharu was the person who had knowledge of politics in foreign countries. According to Mr. Ramchandra Guha, there are five makers of Modern India. Dr. Ambedkar, Yashwantrao Chavan, Madhu Dandavte, Vallabh bhai Patel and Subramaniam swami. It was necessary to be in the constituent assembly for Dr. Ambedkar. However there was opposition to him. Education is very important for every country. It was realised in Japan and America. Japan started developing after 1945. There was no agricultural land in Japan. The problem of natural resources was there. Now there is developed agriculture. Japan started knowing as developed country in 20 to 30 years.



Investment in science and technology was focused by Japan. She wanted to convert every citizen into international asset. America was an uncivilised society and has become the number one economy of the world. They sent students in thousands to Germany for education. Then developed education system in their country. The first Ph.D. in the America has a degree in Germany.

In India we want social democracy. There is provision of reservation. The gap between higher and lower class is of 100 years. If reservation is not given to them then they will remain uneducated and a liability to the nation. It is essential to makes them national asset. There was reservation in three ways. Legislation, services, education. The time frame for the assembly was 10 years. There is no time frame for the reservation in services/education.

There is evolution of human being due to two factors; nature and nurture. The D.N.A. of all human beings are same. There is only 1% difference between D.N.A. of a rat and a human being. Therefore nurture is important. Merit is a relative term. The potential in every individual must be converted into kinetic. Due to distance between various castes it could not converted into kinetic. There is talent in everybody. The system should identify potential in everybody. The country will progress with the help of reservation. There are undercurrents to change the constitution. Before British entered into India, we did not know who was Asoka, the travellers in China -Sanghamitra and Mahindra, Kutilya's policy etc. Critics are creating misunderstandings about Dr. Ambedkar's views on education .However he always advocated compulsory education for all.

Mr. Bhai Vaidya delivered presidential address. According to him the entire credit of constructing constitution goes to Dr. Ambedkar. He told the story of Dr.Ambedkar being a law minister. There was a need of an expert of constitution. Mahatma Gandhi recommended Dr. Ambedkar to be law minister. Value system is basis of every society. If the constitution of the country is of a high quality, the society will progress on the basis of it. The issue of quality and equality is important. Social justice is important. We have a different society. It reflects declivity. However social justice is important. We have reservation from the era of East India Company. Reservation is in 46 countries. In the U.S.A it is called as an affirmative action. Freedom of an individual is important. Freedom of expression is necessary. Religion is an organisation where freedom of expression was not talked about much. It is a challenge before the government and religious organisations to confer this freedom to the citizens. Individual liberty is conferred by the constitution. The individuals should also get the liberty of following religion. However it should be observed by the government that this liberty does not creates obstacle in the social justice. There are directive principles in the constitution regarding killing cows, compulsory and free primary education to all are there. The Bill existing today related to education is defective. The parents are not considered in the Bill. The fees should be reduced. The conceptions about Shoodras are wrong. A person becomes Shoodra due to sins in the last life. The women are also Shoodras. The house for shoodras is in Shmashan. All these conceptions should be changed. There is concentration of wealth. The rate of development of capitalists is three to four times more than others. All these issues should be considered in the country.

In the post lunch session Dr.Umesh Bagade was the chief guest. He discussed the philosophical flows behind writing Constitution. According to him the caste system in India is based on slavery. When one's behaviour is controlled by other's wishes; it is known as slavery. The objectives of one's life are decided by others because there is ignorance, No weapons with the Shoodras, their rights were snatched by the society. They were busy only in toiling .They did not have time to rebel too. They were not given education. They did not have realisation of their problems. Therefore they did not know how to solve them. As stated

by Seligman 'learned helplessness' was found in the society. They had lost activeness. There are inducements in caste system to not to leave castes. The reason for no social revolution in India is the slavery of castes. The slavery of untouchables compels them to do two things not taking initiative and lack of ambition. Dr .Bagade explained the Psychological form of castes. Caste is a notion. It is an abstract instinct. The structure of production and exchange is related to castes. Surplus is taken away from the labourers. There is discrimination in the economic sphere. The people of high 'Varnas' get more and Mahars get less. Not only less but waste and least. The Satyagraha of Chavdar Tank is for material reasons .Dr. Ambedkar lost fight of Chavdar Tank Satyagraha because it was declared as private property. There are three centres of powers property, religion and society. When all the three centres come together the decisions are taken accordingly. The purity and impurity of work is the division in the process of labour. There are three factors on which inequality is based. a) Physical descent b) social descent c) inequality created by an act. The first and second factors are related to traditions and social capital. They are involuntary. The caste capital converts into modern capital. Therefore the unity of labour class is important. Brotherhood among them is essential .It will be helpful in destroying castes. There are many aspects of caste. Liberty has three forms. It includes free movements, liberty of property, and liberty of life. The caste system does not allow liberty of occupation of one's choice. The occupation of ancestors becomes compulsory. Individual and society are two extremes. There are many institutions like family, corporate organisations etc. All the bonds created by individual and society should reach to the lowest level it should work like endosmosis. The society should be in continuous communication. Common interest should be served. Fraternity is not a hollow concept. To realise fraternity endosmosis is necessary. Another name of democracy is fraternity. Fraternity is not a principle but an organisation. The caste system does not allow this communication. Therefore fraternity is not realised. Social and economic democracy is necessary along with political democracy. Indian industries should be nationalised to achieve this. The constitution allows individualism, liberty of following religion along with political and social liberty.

Dr. Satish Shirsath anchored the workshop .Dr.Navnath Tupe proposed vote of thanks.

## **National Seminar on ‘Dr.Babasaheb Ambedkar Contributions for Empowerment of Deprived class’**

**Date: 10<sup>th</sup> & 11<sup>th</sup> March 2016**

### **Report**

Department of Adult, Continuing Education and Extension of Savitribai Phule Pune University Pune organised a two days national seminar on ‘Dr.Babasaheb Ambedkar Contributions for Empowerment of Deprived class’ on the eve of 125<sup>th</sup> birth anniversary of Bharatratna Dr.Babasaheb Ambedkar, on 10<sup>th</sup> and 11<sup>th</sup> March.2016.Dr.Satish Shirsath spoke on the activities conducted by the department on the eve of 125<sup>th</sup> birth anniversary of Bharatratna Dr.Babasaheb Ambedkar in the beginning. He stated that various activities conducted by the department tried to spread equality, social justice and humanity which are the basis of development and empowerment. Professor Dr.Vilas Adhav, coordinator of the workshop said that Professor Dr. Raosaheb Kasbe, Professor Dr. Nagnath Kotapalle ,Mr.Uttam Kamble have a lion’s share in building of Maharashtra.Dr.Ambedkar has contribution in various fields like sociology economics ecology, Political Science. There are discussions going on in various parts of the country on Dr.Babasaheb Ambedkar.Right from South to North, i.e. from Kanyakumari to Kashmir the discussions are going on. However we will have a cautious and watchful discussion. The trends explaining the contribution of Dr. Ambedkar in the building up of India must be understood. There are three important things related to Dr.Babasaheb Ambedkar. Annihilation of caste, Indian Constitution and Buddha is Dharma. Dr. Ambedkar wanted to establish democracy based on liberty, equality, fraternity and justice. Buddhism had predicted that there are trends which would take us to equality, humanity.we will discuss on these issues.

Dr.Dhananjay Lokhande, Head, Department of Adult Continuing Education and Extension talked about 125 programmes organised by the department on the eve of 125<sup>th</sup> birth anniversary of Bharatratna Dr.Babasaheb Ambedkar. He stated ‘today is the birth anniversary of Savitribai Phule and extension is an important part of higher education .therefore this seminar is organised toaday. The theme is related not only to the deprived class but to whole masses. Because education, labour, women, banks, agriculture are related to masses. If everybody tries to behave like Dr. Ambedkar, everybody will also have contribution like Dr. Ambedkar. If everybody states the contribution of Dr. Ambedkar in his own field like politics, economics etc. He can have his contribution to the society. It should be in Marathi and the language should be easy. The rare literature of Dr. Ambedkar should be published. He further stated that the department is conducting a Tribal Development course from last four years .PhD .course is run by the department. Now the nominclature of the department will change to Department of Lifelong Learning and Extension. Now there is much weightage given to extension. Therefore it is thought to develop a model of extension. The book of abstracts was published on this occasion at the hands of the dignitaries on dais.

Mr.Uttam Kamble delivered the keynote address. He thanked the coordinator to give this honour to a person roaming on roads. He said that our country was under the influence of the goddess ‘Satvi’ for years. The people believed that everything happens according to the orders of ‘Satvi’. Whatever she writes on the forehead of a person happens. Therefore a Brahmin takes birth in the family of Brahmin, a king in the family of king, a Sardar in the family of Sardar and like that. The order of ‘Satvi’ was never challenged by anybody. However before 125 years the pages of Smritis and Puranas started flapping .Babasaheb proved the prediction of ‘Satvi’ wrong. He proved that the prediction of ‘Satvi’ is not true but what we do happens .Babasaheb took birth in the family of deprived class however his father was in military. Therefore he was transferred in the various parts of the country. Education was compulsory for military men therefore Dr. Ambedkar got the opportunity of getting

education. And the first question set before his mind was that this country is not the country of God or religion this country is the country of slaves. 80% to 90% people are slaves. The slavery is in the D.N.A. of the people only. Therefore he started his mission to finish slavery. He started awakening people about slavery. Babasaheb was the leader of all slaves. Dalits are not only Mahars or Mangs but more than 50% people are Dalits in India. The problem before him was how to organise Dalits as they were scattered in small villages, they were migrating continuously, their languages were different in different regions. Mahatma Phule made an effort first in this direction. Babasaheb considered Phule, Kabeer and Buddha as great personalities. The thoughts of Buddha were the experiences of life. Babasaheb wanted to bring slaves in the human category. They did not have self respect, pride, means to live. They used to live according to the predictions of 'Satvi'. Dr. Ambedkar spent some early years in studying who were Dalits. There were other leaders also who were dealing with the problem of Dalits like Mahatma Gandhi but they were looking at the problem as the problem of emotions, sympathy and pain. But not of transformation. Mahatma Gandhi fought for slaves in South Africa. He became Mahatma. The slaves there became free but he did not fight for slaves in India. In the initial years of Dalit movement the leaders were other than Dalit castes. Shahu Maharaj delivered a lecture where he declared Dr. Ambedkar as the leader of Dalits. He said that he is not the leader because the leader of tigers can be a tiger. A ship can be the leader of ships if a tiger becomes leader of ships then the tiger will eat the ships. There was no leader for slaves for years. In Simon commission Mahatma Gandhi declared himself as the leader of the Dalits. But Dalits in India sent telegrams to the government on massive scale from various parts of the country that Babasaheb is their leader. Even the dacoits felt that a leader has emerged to transform their life. Babasaheb wanted to prove everybody as a citizen and human being. He wanted to rebuild the lives of these people. A generation considering Babasaheb as god was emerging. There was Mr. Pol in Kolhapur. When Dr. Ambedkar used to go to Panhala to take rest; Mr. Pol used to massage his feet, take care of his dog. bring kolhapuri chappals for him. He was the first cobbler who got elected in the election. History is of those people who can talk. Therefore the Dalit community needs freedom, self respect. They should use standard Marathi, use new clothes. They should use brain in their activities like agriculture. Self esteem is more important in life than earning money. Therefore in the area of Panhala the surnames of Dalits were changed like Joshi, Dixit, Rangne. There was movement of transformation of names in Marathwada. In Manusmriti it was decided what should be the meaning of the names when a child takes birth. Manusmriti should be taught to the students from 1<sup>st</sup> to 10<sup>th</sup> standard to make them aware of discrimination. There was code of conduct written in the Manusmriti. It decided how to behave how to do Shraddha, how to deliver speech, how to write etc. It is decided in the Manusmriti how the names in the Chaturvarnas should be kept. The names of Brahmans should be auspicious so the names of the gods are kept. The names of Kshatriyas should reflect strength, bravery. The names of Vaishyas should reflect wealth. the names of Shoodras should reflect abuse like Hadkya, Dagdya, Kallya. We have a revolutionary tradition of Shahu, Phule, Ambedkar. Shahu Maharaj wanted one Bhangi to be member of Municipality. He asked the secretary why the names of my subject reflect castes and he changed the name Bhangi as Pandit. The self respect of these Dalits was snatched. The self respect is reflected from the eating habits. They used to eat dead animals, stale. They used to beg after eclipse. Babasaheb told them not to eat dead animals. The people in the system used to brainwash Dalits. Therefore Mahars in some villages proposed prohibition on Babasaheb. The slaves were not aware of their slavery. The newspapers also used to oppose this thought of Babasaheb and Shahu Maharaj. They used to say that Shahu Maharaj has gone mad he is spending on Mahars and Mangs. One journalist argued that if they stop eating dead animals they will lose on monetary grounds. Then Babasaheb in his speech said that he will give this monetary benefit to him will he do this job? There was given dignity to every Dalit also in the system. Everybody had identity like Mahar had a better status than Mang. Chambhars had a better status than Mahars. Malis had a

better status than Mahars and like that. They used to feel that they are not petty persons they used to rule for years. However they never ruled. The agitations which took place in India are never seen anywhere in the world. E.g. touching water. Dr. Ambedkar realised that this religion is not ours as there is no respect to us in the religion, for Dalits. There is no god. He started realising it through agitations. The wisdom comes from experiences. Those people who created a chariot were not allowed to touch it if they touch it then it will get broken was the misconception. Those who create idols of gods were not allowed to touch the idols. Such wrong traditions should be abolished. This obstruction should be removed. And Babasaheb did this. These obstructions were mental, economic social. Dr. Ambedkar appealed people to come out of dunghill and declared that I took birth as a Hindu but I will not die as a Hindu. Shahu Maharaj made education compulsory and used women for that purpose. These women wrote crores of songs on hand mills, on bunds on water etc. Dr. Ambedkar knew that organisation is important and the organisation should be of different castes. People from various castes had great sacrifices. He wanted to fight to change society and not to change castes. The religion gave the name to the farmer as Baliraja. The caste is reflected from the name. The farmer was asked to donate for various reasons. There are 33 crores of gods. There are 70 crores births and deaths anniversaries of them and the farmer has to celebrate them by taking loan as he did not have money to celebrate. He threatened to celebrate as if he does not celebrate he will die. Except the males in Brahmans and Kshatriyas all are Dalits. The females in Brahmans and kshatriyas are also Dalits. If the government wants to solve the problem of farmers suicides there should be overall change in the total infrastructure. Packages will not solve this problem. Every year 1.50 lacs farms get divided. Babasaheb said that stop the farming of subdivided land. Collective farming should be done. When the whole world was using pesticides Indian farmer was using plough. Use of plough was banned in India by religion by saying that it rushes in the heart of the land. Karmaveer Bhaurao Patil publicised the use of plough. The government was promoting economic farming and Dr. Ambedkar was promoting profitable farming. He suggested nationalisation of farming if it is not affordable to farmers. He gave example of Sangli district of successful collective farming. The water policy of Shahu, Phule, Ambedkar should be implemented. The storage of water is never considered in the government's policies. The use of water should be multipurpose. The dams should be multipurpose. They should be used for water, electricity medicinal plants water currents. Every citizen should be shaped in a way by which he will have brotherhood. He will build nation; run nation. This will not happen by running factories. Women should be used for that purpose. He gave a speech in the gathering of prostitutes and many women left their profession. People used to ask him why he does so. Answer of this question lies in the newspaper run by him, Mookanayak. When people asked him why he has started doing this difficult task, he said that I am thoroughly indebted to this society and I have to repay this loan of the society. I am a loyal student of Mahatma Phule and I have responsibility now of the upliftment of the Dalits and backward people. Their development is my goal. If we want to think like Babasaheb then we will have to redefine the concept of backward people. The traditional definitions should be changed. This country is of backward people and those who consider Babasaheb as of the leader of only backward people it will be slap on them. The 125<sup>th</sup> year of Babasaheb's birth anniversary is a happy moment for us. At the same time there is a risk. Because the discussions on Babasaheb's thoughts will not take place on such a larger scale like this year. Therefore all must see how many books on Babasaheb are published in last three months. There should be audit of ideology. There should be preservation of ideology not dumping of ideology; not diverting of ideology. This can happen in Pune because here there is tradition of thoughts. Tradition of question answers, playing with thoughts. Therefore a workshop should be conducted in Pune.

Dr. Nagnath Kotapalle was the chief guest of the opening ceremony. He took a review of the effects of the thoughts of Dr. Ambedkar on society. He said that there is possibility of

the theft of Dr. Ambedkar. When the activists go to the rest of the world then they have the difficulty of telling the names of the people from where they have come from. They mention the names of Gautama Buddha, Mahatama Gandhi. They say that they have come from the land of these great personalities. The idols are stolen. And this process of stealing idols is found in India from ages. Now from last 20 to 25 years a new practice has started in India to tell people how this country is tolerant, patient, and adjustive. Though there are various castes and communities in the country how they are living friendly. And this friendliness is existing from ages. In the syllabus also the sharp edges of problems are cut. E.g in the sociology it is taught how society is created, which social institutions are involved in it. How the institution of family, the institution of castes is created. How the skills were developed from the caste system, how it was right. What are the advantages and disadvantages of caste system? The disadvantages are mentioned less. It is against human liberty to bind a particular race in doing a particular profession. Anybody should be allowed to enter into any profession according to his intelligence. Nepolian Bonapart was a cobbler. It has never happened in our country. In emergency there was an opportunity to make Mr. Jagjeevan Ram to make Prime Minister. But the name was rejected. And Mr. Morarji Desai became prime minister. I can understand that I was a slave. But my son, my son's son, the whole race can not be slave. Dr. Ambedkar pointed out this. When we live we are growing up in a particular environment and we carry its heritage. We preserve it and make it grow. Relating this heritage with genetic characteristics is not humanity. Humanity means loyalty. Believing on the values related to those loyalties. Every individual has various roles to play but there should be honesty in every role to be played. Dr. Ambedkar wanted honesty in academics. Therefore he appointed teachers of various castes and religions. When he started educational institution he took monetary help from selected people. He rejected help from Pathe Bapurao it is important from whom you are taking help. The responsibility of the heirs is more. There is beginning of new juncture now. We have an opportunity to rethink. Now the society is changing and these changes are initiated by non Brahmins. We are heirs of Dr. Ambedkar. We should observe our thoughts as they affect our lives.

Dr. Raosaheb Kasbe gave his presidential address. He said whatever is said by Mr. Uttam Kamble is the manifesto of socio-Cultural Revolution in India. He further said that we three, Dr. Kasbe, Dr. Kotapalle and Mr. Kamble have come to do this. We have started it from Nanded. We want to spread this thought of Babasaheb in the society, on the occasion of his 125<sup>th</sup> birth anniversary. People ask what Dr. Ambedkar has done? the answer is the people from lower and middle classes who used to tell about their heritage of Kshatriya ness have entered on road to get them included in the untouchables and backward classes is the outcome of what Babasaheb has done. However if the poor have entered in this movement then it is a happy moment. The Jats in U.P, Reddies in South are entering into the movement of getting them included in the backward classes. The beginning of demanding for rights starts from entering into temple. Babasaheb started from entering into temple only. However he was not successful. Then the fight against temples started. Now the women are demanding a right to enter into temples. If the constitution has given equal rights to all then it is the responsibility of the government to give this right to women. Now the serious question before the nation is that of self respect. Now the whole country is on the verge of anarchy. If we want to come out of it then the philosophy of Shahu, Phule, Ambedkar will help us. We will have to be active to do it. If we will be able to do it then we will be able to repay the debt of the society on us. Dalits are suppressed in the whole world socially, politically, economically culturally. Negros in America or Red Indians, the agricultural labourers in Middle East. All these are suppressed from 200 B.C. to 2016. The farmer feels that he is Kshatriya. He has enjoyed to rule. However he never ruled he has been neglected. Right from Mahabharata to Dnyaneshwari the description of a farmer is like a thin fellow whose cheeks are hollow, who is half naked. The bullocks of these farmers are also like this. If we want to give them the self

respect, and empower them then some action should be taken. However one is not sure that the empowerment will take place in spite of the action taken. If the neglected are ignored then getting self respect should come in their mind first. E.g if women feel themselves as helpless then they will be helpless only. If they are told that they are also a human being and they feel it themselves then only they will get rights. We should see this problem from psychological point of view. Now the political, social thoughts of Babasaheb are discussed enough. Dalit literature also has told it loudly. Now we have to see it when it will be in practice. This year is an important revolutionary year. Dr. Ambedkar touched the minds of human beings first. The psychology existing was traditional. Psychology and Anthropology were neglected by the society. There is no Indian philosophy as such. Because philosophy in India comes from religion. However in the western countries it is rich. Because it is related to religion in India, we had adverse effects on our country. We had no separation of religion and philosophy in our country. In the beginning the classes were closed then castes were closed. The Kshatriyas Vaishyas and Shoodras were imitators according to M.S.Shrinivasan. Dr.Ambedkar called it as infection of imitation. Shrinivasan used the word Sanskritisation. Babasaheb explained the difference between Mahars and other untouchables, Mahars and other communities. When he talked about changing Dharma, it was said if the untouchables know the Dharma then untouchably is a stigma on the Hindu Dharma. And Dr.Ambedkar said that it is not stigma of untouchably on Dharma, it is the stigma on untouchables. Mahatma Gandhi once said if Dr.Ambedkar spits on my face; I should bear it because our ancestors have harassed the Dalits like anything. Babasaheb wanted to remove this stigma on untouchables. He said that if a human being wants to live like a human being then he should have self realisation. Otherwise he is not able to evaluate the circumstances in which he lives. He cannot have self realisation till he is the slave of the circumstances. He has to search his status in the universe and society. Till then he cannot be the human being. The greatest contribution of Babasaheb in Psychology is making the Dalits to have self realisation. To make them think what my status, who I am, is why I am living .The Mahar community awakened. They started analysing the system and then they rejected the system. Other communities could not realise this. They understood this but they did not have the ability. Human being is a type of animal who has to develop all his skills himself. Living and dying like human being is important. There are only two architects of India Jawaharlal Neharu and Babasaheb Ambedkar. There were similarities in the thinking of both. Gandhiji wanted to keep village in the centre and Babsaheb Ambedkar wanted to keep an Indian citizen in the centre. So Jawaharlal Neharu asked Mahatma Gandhi to take a back seat as he was outdated now and Mahatma Gandhi also accepted it in one of his chief articles. He appealed to make the most use of the talent of Babasaheb. Jawharlal Neharu asked to make Babsaheb as a minister .Gandhiji asked Dr. Rajendraprasad, Mr.Vallabhabhai Patel and Neharu to make him law minister; Dr. Kasbe added that we have made Babasaheb narrow. We have to make him broader .If Savarnas are fighting for economic justice then they should fight for reservation. Even Brahmans should fight for it. The Brahmans are not getting jobs being highly qualified nowadays because all Santhas are of Marathas. Babasaheb has given self realisation to everybody. He has given freedom to women. If there is no dream before eyes, the life becomes tasteless. If there is no dream there is no action. So everybody should see a dream. The women should see bigger dreams like making their sons to be collector, commissioner, IAS officers. If the mothers see dreams then their children also become progressive. They are non discriminative, revolutionary. The 21<sup>st</sup> century will be the century of either revolution or anarchy in India. If it becomes the century of anarchy, then it will be the century of destruction of other castes and self destruction. If it becomes the century of revolution, then it will be the century of socialism, equality of men and women. It will be the century of Shahu, Phule Ambedkar. And it should happen. If we want to decorate our lives and make it beautiful then the dream of Babasaheb will become true. Vote of thanks were proposed by Dr.P.V.Gupta

In the post lunch session, 44 delegates presented their papers on various topics like Ambedkar's Critique of Politics of Recognition, Dr. Ambedkar's Contribution in Empowerment of downtrodden, Dr. Babasaheb Ambedkar's thoughts on Deprived Classes and Oppressive Social Agencies etc. The delegates were from different states of the country.

The valedictory function was conducted on 11<sup>th</sup> March. Dr. Satish Shirsath gave an introductory speech. Dr. Vilas Adhav talked about seminar. Dr. Dhananjay Lokhande gave a welcome speech. Dr. Gautam Gavli delivered valedictory address. He spoke on Dr. Ambedkar in the beginning from the sociological point of view. He said, when we see towards Indian society as a student of sociology we can see the social problems in the society. The creation of social sciences is for solving social problems. We can do it through research, conferences, and workshops. Which are the social problems and what is my role in them should be thought by everybody. According to the American social scientist John Douglas, social sciences are created to solve social quest. Babasaheb had various dimensions. Economic, social etc. As a social scientist one can see that there is psychological disability in Indian society. Dr. Ambedkar is an academic institution. One can learn equality, liberty, fraternity, social justice, human rights from him. He searched all problems of society as a social scientist. He found the disability. The disability is in Indian men. He took men out of this disability. Casteism is disability, it is mental illness. Those who used to practice casteism, are disabled. Babasaheb took them out of this disability. There are 190 types of religion in India. Two religions fighting with each other are seen more. The Psychologists talk about improving memory of human being. However the information which is given can be biased. E.g. the information given by guides in tourist places. It is very difficult to keep all united. There are many castes, regions. There is exploitation of women. There is exploitation of other social sections. There are 78 ways of discriminations in society. This is disability. When the morality of a society is less, then external forces are necessary. The legal structure was made by Babasaheb. The structure was made taking into consideration women, victims, harassed. Some women were fighting to enter into temple and some others were opposing Babasaheb outside parliament. The women are enemies of men. And this is the disability of men. When women go out of house to work then men start feeling insecure. Till women are dependents, the men feel secured. Men get privileged position in Indian society. He is told that he is superior, able, and intelligent. It is reflected approach. Men feel that the society is helpless without them. Then he starts controlling others. Babasaheb changed this structure. This is the gift of Babasaheb to the society. Now India is emerging as a young nation. In 2020 the average age of India will be 28- 29. In U.K it will be 40-45. In America 30-40. China 30-40. Babasaheb was minister of labour ministry. In the first meeting he stated the necessity of skilling people. He also stated the concept of employment exchange. There is compulsory notification of Vacation Act. Now the organisations have to report about appointments to the employment exchange. There are 12 occupational fields. It is also defined what types of mental, educational abilities are necessary. Which type of training is necessary. The Philosophy of Babasaheb should be stated from both sides. Not only women Dalit Adivasis are beneficiaries but non- Dalits are also beneficiaries.

Mr. Baba Adhav talked on questions which he felt while working on labour problems. He stated, there is exploited class in India and there exists caste system. It is not seen anywhere in the world. Now instead of exploited class the word deprived class is used. Instead of Adivasis the word Vanavasi is used. Babasaheb had given thought provoking speech on democracy. There is democracy in the USA, in Greece but slaves were there. However the untouchability in India is different from this. There are words like holy and unholy. Anything related with god is holy. Anything far from god is unholy. However this problem is psychological. Now the damage has done. Therefore how to compensate it is an issue. Reservation was a way to compensate it. The remedy is to end castes. The caste system



should be taught in the universities. Some people feel them superior, holy. It affects society. Babasaheb has talked about changing forms of democracy. Babasaheb talked about Bahun Hitay Bahun Sukhay. Mahatma Phule talked about Brahmanya. The one who has earned more religious merit in the last birth becomes a Brahmin was the concept prevailing in the society. Babasaheb told to deal with such issues rigorously. We should take stand of ending castes. Babasaheb said that we should discuss it openly. We have the greatest democracy in the world and we can not predict whom people will vote. Babasaheb established independent labour party. The party enjoyed spectacular success. The president of the USA Roosevelt passed Social Security Act. 6% expenditure is done on the social security. The people on grass root level are protected there. There are 45 crores people in non-secured jobs. They don't have work for 8 hours. No guarantee of work. No maternity leaves. Nobody is worried about the exploitation taking place. The fishermen are on number two in this non-secured workforce. They don't go deep into the sea sometimes for 15 days also losing their income. On the top are construction labourers. On the 4<sup>th</sup> place are labourers in mines. There are now 105 categories of non-organised labourers. Now the 7<sup>th</sup> pay commission will revise scales of government employees. But what about non-organised labourers. Babasaheb said that liberty is a different value. Liberty, equality fraternity should be established in a democratic way. Now the inequality has increased like anything. The challenge before us is that we have China, USA, Russia ahead of us and we have to create democracy based on equality. Babasaheb wanted transformation in a democratic way. Now terrorism and dominance has increased. We have to spring up the values like liberty, equality fraternity. We can do it through education.

Mr. Vilas Vagh gave his presidential address. He expressed his views on the current scenario of the country. He said today there is need of being an active volunteer. The committee for reducing inequality is necessary. The inequality is becoming deep. Now some Dalits are found educated. They have become doctor, engineer lawyer. People see that the wages of farmers were nine Annas previously. Now it has become Rs.100. However people do not see that those who were earning Rs.100 are now earning in lacs. Now the nature of inequality has changed. Its definition has changed. The nature of casteism has changed. Now there is need to start the movement again. The need of new transformation is felt. Now young generation is available for this mission but their brainwash is done by the people. We cast an incomplete image of Babasaheb like leader of Dalits this is very narrow image. However he has cared for all castes. He has his contribution in finance, water, dams. He has established Central authority of Electricity, Employment exchange. Eight hours of labourers is done by him. The leave for pregnant women, Hindu code bill is for all women. The orthodox people opposed the bill and it was not sanctioned Babasaheb resigned on this issue. Now the women have right in the property of ancestors. Single mother can adopt child. He dealt with the problem of khoti system. He proposed to ban subdivision and fragmentation of land. He passed first bill on birth control. He has worked for unorganised sector. He tackled the issue of prostitutes and Devdasis. He taught the Dalit women to wear clothes and accessories like Savarnas. He asked them to not to allow their husbands to enter house if he is drunk. Babasaheb once said that he is afraid of talking anything because he might be declared traitor. Now the borders of countries have become faint in globalisation. Now we have to think over it.

Question answer session was conducted after the speeches of all guests and the answers were given by all the dignitaries on the dais.

The programme was anchored by Dr. Satish Shirsath. Vote of thanks were proposed by

Dr. P. V. Gupta.

## **National Symposium on Review of Maharashtra State Older Persons-2013.**

**Date :16 February 2016.**

**Dr.Navnath Tupe Asst. Professor**

Ageing is a process of growing old and changes that occur as the result of the passing time. Old age is characterized by certain physical, physiological, psychological changes could be categorized into three aspects like Biological ageing, psychological ageing and Socio-cultural Ageing. On the basis, the provision of life security is required for maintenance of senior citizens. Therefore well-being of older person has been mandated in the constitution of India. Article 41, a Directive Principle of State policy, has been directed that the state shall, within the limits of its economic capacity and development, make effective provision for securing the right to public assistance in case of old age. There are other provisions, too, which direct the state to improve the quality of life of its citizens. Right to equality has been guaranteed by the constitution as a fundamental right. These provisions apply equally to older persons. Social security of senior citizens has been made the concurrent responsibility of the Central and State Governments that's why central government has made a National Policy for Older which stated that Older concerns are national concerns and they will not live unprotected, ignored or marginalized situation. The goal of the National Policy is the well-being of older persons. It aims to strengthen their legitimate place in society and help older persons to live the last phase of their life with purpose, dignity and peace. The National policy visualized that the state will extended support for financial security, health care, shelter, welfare and other needs of older persons, provide protection against abuse and exploitation, make available opportunities for development of the potential of older persons, seek their participations and provide services so that they can improve quality of their lives. For fulfilling this promise of National policy Maharashtra government has made its state policy of Senior citizens. State policy recognizes that senior citizens too are a resource. They render useful services in the family and outside. They are not just consumers of goods and services but also producers. Opportunities and facilities need to be provided so that they can continue to contribute more effectively to the family, the community and society.

We all believe in Ageing is a universal phenomenon and no individual or society can escape it . Many a time the term "Old Age" magically creates images of frustration and pity, sickness, poverty and despair. Ageing could not stopped and could not be escaped but it could be made happy, joyful and intresting through the active ageing. The department of Adult, Continuing Education and Extension, Savitribai Phule Pune University has a concerned for continuous efforts for making active Ageing through giving training, organizing workshop, seminars, symposiums, short terms courses for older, and creatng research based policy outcomes, suggestions, recommendations to government, NGOs, and Other Government Agencies for Socio-Economic and Physiological Security of senior citizens. This "National Symposium on Review of Maharashtra State Policy of Senior Citizens-2013" is a part of concern which attained the aim of Active Ageing and making it Joyful. We are always eager to do work for senior citizens by hand in hands with deferent Organizations of Senior Citizens. This National Symposium has been organised in collaboration with Federation of Senior Citizens Organizations Maharashtra (FESCOM). In this National level Symposium Maharashtra State Policy for older persons has been reviewed and discussions were made on said issues. Dr.Baba Adhav addressed the pension issues in his inaugural speech. Sujan Bhatia had focussed on "Maharashtra state policy for older persons" in his keynote address. Mr. Prakash N.Borgaonkar had delivered his lecture on 'Help age India: Fighting, Isolation, Poverty, Neglect Mr.D.N. Chapke also had expressed his thought on senior citizens. Dr.S.P.Kinjewadekar explored various aspects of Policy for older Persons. Dr.Keshav Tupe shared his ideas about Policy framing in valedictory function Prof.Tej Nivlikar, Shree Arun Rode, Prof.B.A. Deshmukh, Prof.V.B. Adhav, Prof. Satish Shirsath. Dr. Gupta P.V. Prof.Dhananjay Lokhande had concluded the symposium and Dr.Tupe Navnath had delivered the vote of Thanks.

## **PROGRAM SCHEDULE**

**DATE 16/02/2016**

<b>9:30 am TO 10:30am</b>	<b>Registration</b>	
<b>10:30am to 12: 00am</b>	<b>Inaugural session</b>	
	<b>Introduction to Symposium</b>	<b>Dr. Navnath Tupe</b>
	<b>Welcome Speech</b>	<b>Dr. Dhananjay Lokhande</b>
	<b>Inaugural Speech</b>	<b>Dr. Baba Adhav</b>
	<b>Vote of Thanks</b>	<b>Dr. Bhoumik Deshmukh</b>
	<b>Preliminary Session</b>	
<b>12:00 Noon to 1:00pm</b>	<b>Key Note Address</b>	<b>Dr. Sugan Bhatia</b>
	<b>Introduction &amp; Vote of Tanks</b>	<b>Dr. Satish Shirsath</b>
<b>1:00 pm to 2:00pm</b>	<b>Lunch</b>	
<b>2:00pm to 3:00pm</b>	<b>Second Session</b>	
	<b>Help Age India: Fighting, Isolation, poverty, Neglect</b>	<b>Shri Prakash N. Borgaonkar</b>
		<b>Shri D. N Chapke</b>
	<b>Senior Citizens: The Most Vulnerable Section of the Society</b>	<b>Dr. Vilas Adhav</b>
	<b>Introduction &amp; Vote of Tanks</b>	
<b>3:00 pm to 3:20pm</b>	<b>Tea Break</b>	
<b>3:20 pm to 4:20pm</b>	<b>Third Session</b>	
	<b>The Maharashtra Policy on Older Persons: Health Care and Nutrition</b>	<b>Dr. S.P. Kinjawadekar</b>
	<b>Social Security of Senior Citizens and Role of Club</b>	<b>Shri D. T. Chaudhary</b>
	<b>Introduction &amp; Vote of Tanks</b>	<b>Dr. P. V. Gupta</b>
<b>4:20pm to 5:30pm</b>	<b>Fourth Session</b>	
	<b>Valedictory</b>	<b>Dr. Keshav Tupe</b>
		<b>Prof. Tej Nivlikar</b>
		<b>Shri Arun Rode</b>
	<b>Introduction &amp; Vote of Tanks</b>	<b>Dr. Navnath Tupe</b>

**Venue : PUMBA Auditorium, Savitribai Phule Pune University, Pune.**

## **Achievements of Dr. P. Viswanadha Gupta, Assistant Professor during 1<sup>st</sup> April 2015 to 31<sup>st</sup> March 2016**

### **Academic Degrees Obtained**

- Bachelors of Education (B.Ed.) in Mathematics and Physics from Andhra University, Visakhapatnam, 2015;

### **Research Projects Undertaken**

#### **On-going**

1. Health Awareness and Health Care Programmes of Maharashtra: An Evaluation research project sponsored by UGC-MRP, 2014-16, Sanctioned Amount (₹ 6,54,600/-)
2. Practices and Approaches in Empowering Nomads research project sponsored by Board of College and University Development, University of Pune during 2013 – 15 Sanctioned Amount (₹ 1,60,000/-)

#### **Completed**

1. Context Consciousness in Health Care: A Study research Project sponsored by University of Pune under UPE – II during 2012 – 14. Sanctioned Amount (₹ 4,00,000/-), Report submitted on 19<sup>th</sup> June, 2015

### **Research Guidance**

#### **Diploma Dissertations (Tribal Development)**

1. Education and Health Practices: A Case Study of Warli Tribes, Arkade Prashik Vishwanath, 2015 – 16.
2. खेड (पुणे) तालुक्यातील आदिवासींच्या देव देवता: एक अभ्यास (Deity among Adhivasis in Khed Taluka (Pune District): A Study), Bhokate Raju Vishnu, 2015 – 16.
3. Political Awareness among Tribal Youth: A Study of Aheri, Munjankar Vijaydeep Hanuji, 2015 – 16.

### **Books Published**

1. Book of Abstracts published by the Department of Adult, Continuing Education and Extension, Savitribai Phule Pune University (Formerly University of Pune), Pune, on the eve of UGC Sponsored national seminar entitled Dr. Babasaheb Ambedkar contributions for Empowerment of Deprived Classes (On the eve of 125th Birth Anniversary of Bharataratna Dr. Babasaheb Ambedkar) during 10<sup>th</sup> & 11<sup>th</sup> March, 2016.
2. Context Consciousness in Health Care: A Study, Occasional Paper (UPE II), published by Centre for Social Sciences and Humanities, (University with Potential Excellence (UPE) Scheme), Savitribai Phule Pune University (Formerly University of Pune), Pune, 2015
3. Adult Education as New Educational Frontier, ISBN: 97811184291155, The Associated Publishers, Ambala City. Haryana. 2015

### **Journals Edited / Published**

1. Indian Journal of Lifelong Learning and Development, ISSN. 2454-6852 published by Dept. of Adult, Continuing Education and Extension, Savitribai Phule Pune University (formerly University of Pune), Vol. 4, No. 1, January – March, 2016
2. Indian Journal of Lifelong Learning and Development, ISSN. 2454-6852 published by Dept. of Adult, Continuing Education and Extension, Savitribai Phule Pune University (formerly University of Pune), Vol. 3, No. 4, October – December, 2015
3. Indian Journal of Lifelong Learning and Development, ISSN. 2454-6852 published by Dept. of Adult, Continuing Education and Extension, Savitribai Phule Pune University (formerly University of Pune), Vol. 3, No. 3, July – September, 2015
4. Indian Journal of Lifelong Learning and Development, ISSN. 2454-6852 published by Dept. of Adult, Continuing Education and Extension, Savitribai Phule Pune University (formerly University of Pune), Vol. 3, No. 2, April – June, 2015

### **Papers Published Journals**

1. **Envisaging the Social Responsibility: A Perspective of Department of Adult, Continuing Education and Extension** paper published in Journal of Adult Education and Development, AICMED, p.p. 3–8, Vol. 3, No. 3-6, ISSN: 2395 – 6143, May – December, 2015.

### **Marathi Articles**

1. पुणे शहरातील भटक्या व विमुक्त समुदायाचे प्रश्न व दृष्टीकोन paper published in the सक्षम समीक्षा (Quarterly Journal), Vol. 6, No. 3, p.p. 46-50, ISSN: 2231 – 4377, October – December, 2015

### **Papers Published in Edited Volumes / Proceedings**

1. **Scheme of Jan Shikshan Sansthan: Reorienting the Implementation and Performance** paper published in the edited book titled Adult Education and National Development: Status, Policies and Programmes, pp. 96 – 107, Published by Society for Promotion of Adult Continuing Education (SPACE) and State Resource Centre for Adult and Continuing Education, Hyderabad, 2015
2. **Jan Shikshan Sansthan (Vocational Education Programme in India): A Unique Scheme and Many Facets** paper published in the edited book titled Vocational Education and Training Strategies, ISBN 9788176259538, pp. 215 – 245, Sarup Book Publisher Pvt. Ltd. New Delhi. 2015
3. **Training / Teaching Methods** paper published in the edited book titled Dimensions of Adult and Continuing Education, ISBN: 9788131105498, pp.248-261, Commonwealth Publishers Pvt. Limited, New Delhi. 2015

### **Paper Presented in the Seminars / Workshops**

1. **Social Transformation in India: Impact of Adult Education Programmes** paper presented at One-Day State Level Seminar entitled Dr. Bhalachandra Phadke's contributions towards Literature and Social Education (on the eve of Dr. Balachandra Phadke Birth Anniversary) jointly organized by Dept. of Adult, Continuing Education and Extension & Dept. of Marathi, Savitribai Phule Pune University (formerly University of Pune), Pune on 13<sup>th</sup> May, 2016

2. **Perspectives of Ambedkar's towards caste system** paper presented in the UGC Sponsored National Seminar entitled "Dr. Babasaheb Ambedkar contributions for Empowerment of Deprived Classes" (On the eve of 125th Birth Anniversary of Bharataratna Dr. Babasaheb Ambedkar) organized by Department of Adult, Continuing Education and Extension, Savitribai Phule Pune University, Pune during 10<sup>th</sup> & 11<sup>th</sup> March, 2016.
3. **Imparting lifelong learning skills and Sensitising health behaviour for the urban masses: A Case study** paper presented in National Seminar on "Entrepreneurial Development: Status, Challenges and Strategies" jointly organised by Department of Adult, Continuing Education, Sri Venkateswara University, ICSSR-UGC-SAP-DRS-II & Institute for Development Research & Alternatives (IDRA): Tirupathi on 29th February – 1st March, 2016.
4. Participated in National Symposium on "Review of Maharashtra State Policy for Older Persons – 2013" organized by Department of Adult, Continuing Education and Extension, Savitribai Phule Pune University, Pune on 16<sup>th</sup> February, 2016.
5. Participated in National Workshop on "PESA (Panchayat Extension to Scheduled Area) Act 1996 Maharashtra Rule 2014: Strengths and Challenges" organized by Department of Adult, Continuing Education and Extension, Savitribai Phule Pune University, Pune on 12<sup>th</sup> & 13<sup>th</sup> February, 2016.
6. **Leveraging the Skills: A Gateway to Development** UGC National Seminar Conducted by Department of Adult, Continuing Education and Extension, Sri Krishnadevaraya University, Anantapur on 2<sup>nd</sup> & 3<sup>rd</sup> February, 2016, acted as a co-chairperson for the technical session entitled Youth and Skills and presented the following papers entitled:
  1. **Skill Development in Health Sector: Need of the Hour**
  2. **Healthcare Sector Skill Council: A Unique Programme and Many Facets**
7. **Right to Health Care** paper discussed in One Day National level Workshop on "Dr. Ambedkar and Indian Constitution" organized by Department of Adult, Continuing Education and Extension, Savitribai Phule Pune University, Pune on 27<sup>th</sup> January, 2016.
8. **Health and Human Rights** paper discussed in One Day National level Workshop on "Dr. Ambedkar and Human Rights" organized by Department of Adult, Continuing Education and Extension, Savitribai Phule Pune University, Pune on 21<sup>st</sup> December, 2015.
9. Participated in One Day National level Workshop on "Dr. Ambedkar and Democracy" organized by Department of Adult, Continuing Education and Extension, Savitribai Phule Pune University, Pune on 6<sup>th</sup> November, 2015.
10. Participated in One Day State level Workshop on "Lifelong Learning and Extension" organized by Department of Adult, Continuing Education and Extension, Savitribai Phule Pune University, Pune on 14<sup>th</sup> September, 2015.
11. **Practices and Approaches in Empowering Nomads** paper presented at regional research conference "Innovation – 2015" organized by the Board of College and University Development (BCUD), Savitribai Phule Pune University, Pune held on 6<sup>th</sup> August, 2015.

12. **Envisaging the Social Responsibility: A Perspective of Department of Adult, Continuing Education and Extension** paper presented at ICSSR Sponsored National Seminar on 'Social Responsibility of Higher Education Institutions: Problems, Status and Strategies' organized by Department of Adult and Continuing Education, S.V. University, Tirupathi held on 3<sup>rd</sup>– 4<sup>th</sup> July, 2015.
13. **Social Education: Need an Hour** paper presented at One-Day National Seminar entitled Adult Education and Extension Programmes in India: Current Paradigms and Future Prospects (on the eve of Dr. Balachandra Phadke Birth Anniversary) organized by Dept. of Adult, Continuing Education and Extension, Savitribai Phule Pune University (formerly University of Pune), Pune on 13<sup>th</sup> May, 2015

#### **Seminars / Workshops / Conferences / Training Programmes Organized**

1. Seminar coordinator for UGC Sponsored National Seminar entitled “Dr. Babasaheb Ambedkar contributions for Empowerment of Deprived Classes (On the eve of 125<sup>th</sup> Birth Anniversary of Bharataratna Dr. Babasaheb Ambedkar) during 10<sup>th</sup> & 11<sup>th</sup> March, 2016.
2. Programme coordinator for one day training cum workshop entitled ‘Lifelong Learning for Sustainable Development and Social Change: Collaboration with Universities and NGOs’ on 9<sup>th</sup> February, 2016
3. Seminar Coordinator for National Seminar on Adult Education and Extension Programmes in India: Current Paradigms and Future Prospects (On the eve of Dr. Bhalachandra Phadke Birth Anniversary) on 13<sup>th</sup> May, 2015.

#### **Membership in Professional Bodies (2015-16)**

1. Life Member, Andhra Association, Pune (Membership No. 333/2016)
2. Life Member, All India Association for Educational Research, Bhubaneswar (Membership No. 4005/2016)
3. Life Member, Indian Association for Social Science and Health, Mumbai (Membership No. 1048/2108)

#### **Examination Work**

1. Appointed as Paper Setter for B.A. (F.Y./S.Y./T.Y) theory for Adult Education for the October 2015 examinations and letter No. 15012800013 dated 22<sup>nd</sup> August, 2015

#### **External Evaluation**

1. Appointed as Evaluator for Paper Evaluation and Viva-voice of M.A. Adult Education (Sri Krishnadevaraya University, Anantapur) for the April 2016 examinations and dated 30<sup>th</sup> April, 2016

**Observer for Examinations**

1. Participated as JEE observer (Pune Center) for the Joint Entrance Exam (main) (JEE) conducted by the CBSE, New Delhi on 3<sup>rd</sup> April, 2016.
2. Participated as UGC NET observer (Aurangabad Center) for the NET examination conducted by the CBSE, New Delhi on 27<sup>th</sup> December, 2015.
3. Participated as UGC NET observer (Mumbai Center) for the NET examination conducted by the CBSE, New Delhi on 28<sup>th</sup> June, 2015.



**5. Lifelong Learning Centre at Community (Trailokya Bauddha Mahasangh Sahayak Gana, Dapodi, Pune) in collaboration with  
Department of Adult, Continuing Education and Extension (Year 2015-16)**

**Family counseling centre**

**Objectives:-**

- 1) To help deprived & needy women.
  - 2) To create awareness about the women rights and Domestic Violence Act (against women).
  - 3) To aware the women about government schemes & programmes and help them to access government schemes & programmes.
- Primary level family counseling centre has been started in collaboration with the Department of Adult, Continuing Education and Extension, Savitribai Phule Pune University ( and Trailokya Bauddha Mahasangh Sahayak Gana, Dapodi. In this centre, we do admit cases of women and men those who have problems like family disputes and require educational help, support and career guidance knowledge about government schemes etc. from May to July 2015, thirty-two cases have been registered in the family counseling centre, on the above issues.
  - Two cases are regarding the family problems and domestic violence- both cases are referred to Karve institute family counseling centre.
  - In a case, a woman needed help for medical support for her son. So we referred her to Aundh Hospital and she got help for treatment. Other cases came for getting benefit of government schemes. Many from these are being benefitted from the Government.
  - In twenty cases, we obtained the information, prepared record, analyzed the family background, coordinated with Enliten company for the sponsorship of students.

From August to October 2015, we have registered thirty-seven cases in the family counseling centre. Out of all cases;

- Four cases are regarding the family problem and domestic violence- two cases are referred to Karve institute family counseling centre.
- In other cases, they get benefits of government schemes.
- In twelve cases, they are getting help from other organization for Diwali festival in kind.

Through this centre, we reached to more and more women & studied their problems. This centre is very helpful to *Jeevak* and also to women. In this centre women can share their problems in detail and they have surety that their problems will be solved. Attitude of women towards *Jeevak* is positive and also they provide information to other women those who are needy. So through this centre, we reached to more and more needy women. In future also there is need of this centre for community development and helping more and more women. We registered their cases, collected their information and based on their problems, gave guidance and direction to them which will be helpful to them. Many of this cases are at final stage; and also we are rendering help for getting education support to needy students (from other organizations too).

## **Study Class**

### **Objectives:-**

- 1) To help children for enhancing their education.
- 2) To provide platform to needy students.
- 3) To motivate students for study.
- 4) To minimize their fear about study.
- 5) To create interest for study.

We have started study class at community level in collaboration with the Department of Adult, Continuing Education and Extension, Savitribai Phule Pune University and Trailokya Bauddha Mahasangh Sahayak Gana, Dapodi. At community level, both husband and wife go outside for daily wages. In some cases the father in the family is drunkard. So their children cannot concentrate on study, also they have only scarcity in living room. So they cannot study properly. Parents of the children are illiterate or uneducated. So they cannot help their children in study. Through study class, we reached to fifty-six students. In this study class, competition of reading, drawing, revision of question and answer were held. In study class we focused on the subject of English, Mathematics and other subjects. Through study class, children got motivated and improved their study. Also they get good marks in their examination. It makes their parents happy.

Through study class, we organized study tour for students from this student get information regarding their study and it will help to student for their study. Their confidence got increased and also improved the study.

### **Semi English Balwadi**

- To develop interest of children for education.
- To develop skills of children.
- To learn basic knowledge about pre education.

In Sidharth Nagar and Gulab Nagar, we have started semi English Balwadi in collaboration with Department of Adult, Continuing Education and Extension, Savitribai Phule Pune University and Trailokya Bauddha Mahasangh Sahayak Gana, Dapodi. Forty students have taken benefit of this Balwadi, in which teachers and assistant teachers have taught poems, songs, alphabets, identification of numbers, animals, flowers, fruits, festivals celebration. Also we provided information about cleanliness and hygiene. Children's vocabulary got increased and also developed proper habit of eating. Parents reported that their children's communication has improved and children are reciting nursery rhymes etc. So parents of children are happy because of their children's progress. Teachers are taking games for children's improvement.

### **Birth Anniversary of Dr. Babasaheb Ambedkar**

- To aware peoples about thoughts of Dr. Babasaheb Ambedkar.
- To give information about valuable dissertation of Dr. Babasaheb Ambedkar (Anihilation of Castes).
- To motivate young boys and girls for reading thoughts of Dr. Ambedkar.

The 125<sup>th</sup> Birth Anniversary of Dr. Babasaheb Ambedkar was organized in collaboration with the Department of Adult, Continuing Education and extension of

Savitribai Phule Pune University and Trailokya Bauddha Mahasangh Sahayak Gana, Dapodi. This program was organized on 9<sup>th</sup> May 2016. For this program chief guest was Prof. Prakash Pawar (Fergusson College, Pune), Dr. Dhananjay Lokhande, Prof. Vilas Adhav were also present in this program. In this program the chief guest informed about the valuable dissertation of Dr. Babasaheb Ambedkar. He further informed, how Dr. Ambedkar wrote this dissertation in short time, Prof. Pawar explained the thoughts of Dr. Babasaheb Ambedkar to all people. He opined that, Dr. Babasaheb Ambedkar has given positive thoughts to all people and there is need to read literature of Dr. Babasaheb Ambedkar, so we can know more about the ideology of Dr. Ambedkar. The chief guest made clear that the British people learnt about the caste system in India. Today castes and religion are making violence in society which affects the entire community. So now this is the time for young boys and girls to know more about the thoughts of Dr. Babasaheb Ambedkar. Now this is time when youth should learn the thoughts of Dr. Babasaheb Ambedkar.

### **Motivational workshop for Business Development**

#### **Objectives:-**

- To motivate women for initiating small business.
- To give information about home based business projects to them.
- To give information about the various skills for business development.

One day motivational workshop for women to business development was organized by Department of Adult, Continuing Education & Extension, Savitribai Phule Pune University and Trailokya Bauddha Mahasangh Sahayak Gana, Dapodi. In this program Dr. Dhananjay Lokhande and Prof. Vilas Adhav were present, Mr. Paradkar sir gave information about the women who have started their small business and narrated how they developed their business. He explained how to choose business, what is important for the business development. He assured that for starting small business, the participant women will be given guidance. Mr. Lagad (Director of Jan Shikshan Sanstha) gave information about the vocational courses and motivated the women regarding the business development. He also explained the required skills on their interest and said that it will be helpful to women for their family support. He further said that if women start earning money, she will become self reliant and through this, she can support her family. All this information was given in the workshop and women got motivated to start small scale business.

#### **Mehandi Class**

- To give skills to women regarding Mehendi.
- To motivate women for developing home based business.
- To give platform to women for starting new business.

In Bhatnagar and Buddha Nagar vasti from Pimpri Chinchwad area, women go for household work. Many women are uneducated. Based on this, *jeevak* thought to provide platform to such women for taking various courses. So in collaboration with the Department of Adult continuing Education and Extension, Savitribai Phule Pune University and Trailokya Bauddha Mahasangh Sahayak Gana, Dapodi. In this class women were taught about importance of Mehendi, types and varieties of Mehendi, Arabian Mehendi, Simple Mehendi, Dulhan Mehendi etc. Women did practice of designs, flowers etc. in the drawing book. After that, they practiced Mehendi on hand. It increased the confidence of women. During this class, women enjoyed the practice. It was helpful to women for increasing their interest; women have started taking order for Mehendi and also started earning through this skill.

### **Health Check Up Camp for Senior Citizen**

- To provide service for senior citizen regarding health check up.
- To create awareness about the health.
- To provide medicines free of cost to the needy senior citizens.

Through this health check up camp, eighty-eight senior citizens are benefitted, out of them seventy-four were females and fourteen were male. In this camp, eighty-three percent of people were detected with health problems. The doctors gave medicine to the people, some people were referred to the hospital/s for the operation and for further treatment. In this health check up camp, above fifty years males and females were present. Needy people were benefitted by this camp. Dr.Sandhya Kamble, Dr.Priyanka Chavan, Dr.Deepak Vasave, Dr.Sonali, Dr.Bhagvat, Dr.Vadhe were present for this check up camp. In Health check up camp, specialist doctors of eye, ear, bone treated the people. After health check up camp, the senior citizens, who came for the camp were provided food. All people those have taken benefit of this program were happy.

**6. Seminars /Workshops/Symposium organized by the Department (2015-16)**

<b>Sl.No</b>	<b>Title of the Programme</b>	<b>Level</b>	<b>Date(s)</b>
1.	Lifelong Learning and Extension	State	14 <sup>th</sup> September, 2015
2.	Dr. Ambedkar and Democracy	National	6 <sup>th</sup> November, 2015
3.	Dr. Ambedkar and Human Rights	National	21 <sup>st</sup> December, 2015
4.	Dr. Ambedkar and Indian Constitution	National	27 <sup>th</sup> January, 2016
5.	PESA (Panchayat Extension to Scheduled Area) Act 1996 Maharashtra Rule 2014: Strengths and Challenges	National	12 <sup>th</sup> & 13 <sup>th</sup> February, 2016
6.	Review of Maharashtra State Policy for Older Persons – 2013	National	16 <sup>th</sup> February, 2016
7.	Dr. Babasaheb Ambedkar contributions for Empowerment of Deprived Classes (On the eve of 125th Birth Anniversary of Bharataratna Dr. Babasaheb Ambedkar)	National	10 <sup>th</sup> & 11 <sup>th</sup> March, 2016

### 7. Books Published by Faculty Members (2015-16)

Sr.No	Title of the Book	Language	Author(s)/Editor(s)
1.	Ekatmatesathi----	Marathi	Dr.Satish Shirsath
2.	Tribal Unwed Mothers	English	Dr.Bhoumik Deshmukh
3.	Lifelong Learning of Women	English	Dr.Navnath Tupe
4.	Context Consciousness in Health Care: A Study, Occasional Paper (UPE II)	English	Dr. P. Viswanadha Gupta
5.	Adult Education as New Educational Frontier	English	Dr. P. Viswanadha Gupta
6.	Dr. Babasaheb Ambedkar contributions for Empowerment of Deprived Classes (On the eve of 125th Birth Anniversary of Bharataratna Dr. Babasaheb Ambedkar)	English	Dr. Vilas Adhav & Dr. P. Viswanadha Gupta
7.	Samajsudharakanche Yogdan aani Samajkarya	Marathi	Dr.Dhananjay Lokhande
8.	Book of Abstract (Lifelong Learning for Life Skills and Community Development: Present Status and Future Paradigms)	English	Dr. P. Viswanadha Gupta & Dr. Dhananjay Lokhande

# Memorable Events



Foundation Stone (Department Building)  
laid down by **Honourable Vice Chancellor Prof. W. N. Gade** on 22<sup>nd</sup> August, 2015.





# Memorable Events





# STAFF OF THE DEPARTMENT

## Faculty Members



**Dr. Dhananjay Lokhande**  
Professor-Director & Head



**Dr. Satish Shirsath**  
Professor



**Dr. Bhoumik Deshmukh**  
Professor



**Dr. Vilas Adhav**  
Professor



**Dr. Navnath Tupe**  
Assistant Professor



**Dr. P. Viswanadha Gupta**  
Assistant Professor

## Administrative Staff



**Smt. Surekha Bendre**  
Senior Stenographer



**Shri. Mangesh Shukre**  
Technical Assistant



**Smt. Ulka Pathak**  
Assistant Section Officer



**Smt. Neelima Salvi**  
Junior Assistant



**Shri. R. D. Shaikh**  
Peon

# Department of Adult, Continuing Education & Extension

## AIMS & OBJECTIVES

### AIMS

The Department aims at conducting Lifelong Learning programmes to meet the demands of emerging knowledge society.

### OBJECTIVES

- Impart education and training in Lifelong Learning in order to provide professional manpower for the development of human resource.
- Develop knowledge, skills, attitudes and values appropriate to the Lifelong Learning.
- Integrate theory and practice in the field of Lifelong Learning.
- Promote interdisciplinary collaboration for better understanding of human problems and reaching out to larger sections of community, specially deprived groups through Lifelong Learning programmes.
- Undertake research on social problems and issues particularly related to the formal and non-formal education.