

## **A note on the implementation of Section 2.5 and 5.8 of the Maharashtra Public Universities Perspective Plan templates\*.**

*Milind Sohoni and Oshin Dharap*

\* *For convenience, we only specify this for traditional 3-year degrees. The same holds for professional degrees as well.*

Sections 2.5 and 5.8 relate to establishing a **professional and strategic** relationship between the university, its faculty and students, and the region, i.e., state agencies, elected representatives and people at large. It requires the university to design academic programs which enable this interaction, and not mechanisms such as NSS or piece meal activities such as holding of blood donation drives, tree plantations or Yoga days.

We observe that while some universities have made commitments that direct interactions between society and the university will increase, they have not offered concrete mechanisms for the same. Some mechanisms have been suggested in the main body of our Interim Committee Report via section B1.

In this note we make some concrete recommendations to address this lacuna in the perspective plans by suggesting that each university and each major department identify key areas or sectors in which they will engage with society. They should then offer case-study based courses in these sectors starting with at undergraduate level and in affiliated colleges, for it is at this level where rubber meets the road.

The sectors of development include (i) basic amenities such as *sadak, bijli, pani* and basic social services, such as public health or PDS, and (ii) support for small and household enterprises. These sectors are the backbone of the welfare of any society and the precursor to formalization, industrialization and better jobs.

Development problems exist in both rural and urban areas and are interdisciplinary in nature. For example, in Pune or Aurangabad, the management of public transport, urban sewage, vehicular pollution, planning etc., pose many important and interesting problems as much as the problems of irrigation, or forest rights in rural areas. Thus, Sections B1, 2.5 and 5.8 are applicable to all universities including the cities of Pune and Mumbai.

Preparing students for real-life project work through development case-studies achieves several objectives at once. These are:

- (i) enables the university to explore, understand and eventually undertake research on important regional problems.
- (ii) develop skills of problem identification, analysis and reporting, all in a social context. This will improve employability.
- (iii) build rapport with regional agencies.
- (iv) obtain funds from DST etc. which are frequently tied to concrete problems.

Our suggestions are the following:

- A. Each major department should identify 2+2 faculty members, 2 from the department and 2 from affiliated colleges to lead the **Society and Development** stream for that department.
- B. Introduce the courses *Development Studies* and *Independent Case Study* in each major department. We follow the UGC nomenclature.

*Development Studies (DS), 4 credits (GEC, SEC), IVth semester.*

*Independent Case Study (ICS), 4-6 credits (DSE, GEC) V, VI-th semester.*

- C. Identify laboratories, course material and logistics for the offering of these courses.
- D. Develop an extension plan for these courses to affiliated colleges.
- E. Add this into the perspective plan document.

We follow here the UGC CBCS Guidelines document, also see Appendix 3.  
([https://www.ugc.ac.in/pdfnews/8023719\\_Guidelines-for-CBCS.pdf](https://www.ugc.ac.in/pdfnews/8023719_Guidelines-for-CBCS.pdf)).

- 1. Course Description of *Development Studies*.

Structure of Development Studies course

Module	Module description	Number of lectures	Weightage
Module 0	Society and the professional	3	10
Module 1	The development agenda.	3	10
Module 2	Datasets and Indices	6	20
Module 3	Social Organization	3	10
Module 4	Introduction to a Specific Sector.	4	10
Module 5	Guided Fieldwork	5 week-ends over 2 months.	40

The Development Studies course is an immersion course that introduces the students to the basic processes and the social context for the development sectors including some related to the discipline. The objective of the course is to provide the students with an understanding of (i) society and development and the key datasets that surround it, (ii) the role of agents and the professional cycle of value-creation,

and (iii) applied social science, fieldwork, problem formulation, analysis, engagement and reporting.

The Guided Fieldwork component (GFC) is an introduction to fieldwork in a social context and its reporting in a prescribed case-study format.

Also see <http://www.cse.iitb.ac.in/~sohoni/TD463> for a similar course offered at IIT Bombay.

## 2. Course Description of *Independent Case Study*.

Module.No.	Components	Lectures	Weightage
1	Methodology and Preparation (Training)	10	20
2.	Field work and Analysis	-	60
3.	Reporting and Presentation	-	20

The Independent Case Study course aims to provide the students with an opportunity to develop the capabilities and skills of designing and executing a project. The course trains students so that they can perform field work, use regional data-sets, analyse and understand interdisciplinary systems, and report to various stakeholders.

**Note:** Development sectors arise from end-users and do not obey departmental silos. Hence (i) the teaching of a DS or an ICS will require an interdisciplinary approach. This may mean identifying suitable faculty members and/or resource persons. (ii) One department's DS or ICS, may be of interest to a student from another department. Such cross-registration as a GEC (General Elective, UGC nomenclature) or formation of inter-departmental student teams should be encouraged.

***Suitable training for key faculty members and periodic update workshops, as well as preparation of model case studies may be arranged.***

### **Additional submission to be made in Perspective Plan Document under 2.5 and 5.8.**

1. Name of 2+2 faculty members, 2 from department and 2 from affiliated college to **lead** Development program.
2. **Description** of Development Studies course with modifications.
3. Table of **two or more** (2) Guided Field Work Components (GFC) for each department.

4. Table of **two or more topics** for ICS for each department, with 2+2 responsible faculty members for each topic. See Tables in Appendix 1 and 2.

## Appendix.

### 1. Sample Table of Field Work and Case Studies.

Department	Sample Guided Field Work Topics	Sample Independent Case Study Topics	Regional Agency/Program
Economics	Documentation of a village and its PDS shop	PDS delivery analysis in a taluka.	Collectorate
Sociology	Visit to a village household and impact assessment of MGNREGA on the household.	Social Audit of NREGA in a village.	Zilla Parishad, NREGA
	Visit to anganwadi and assessment of inventory and books.	Ethnographic account of nutrition practices in a tribal village.	RDD, Gram Panchayat
Chemistry	Ward level measurement of solid and liquid waste.	Analysis of a solid waste composting plant.	City Administration
	Mapping the drains and sewage in a village.	Preparation of a village sanitation plan.	Gram Panchayat Development Planning, RDD
IT/CSE	Mapping of bus routes at a taluka bus depot.	Assessment of public transport at taluka level.	Zilla Parishad, MSRTC

## 2. Problem areas and districts.

Problem Areas	State Agency	Typical Academic Departments	Districts
Urban Sanitation	MoUD, City	Engg., Economics, Env. Sc.	All
Drinking Water	Zilla Parishad, WSSD	Engg., Geography, Env. Sc.	Vidarbha, Marathwada
GP Forest Plans	Forest Department	Botany, Geography	Forest districts
Rural Sanitation	RDD, WSS, GP	Engg., Economics, Env. Sc.	All
Rural Electrification	MSEDCL	Physics, Engg.,	Tribal districts
Malnutrition	RDD, WCD, Collector Office	Sociology, Rural Development, Chemistry	All, special focus on tribal districts
Watershed Mgt., Jal Yukta Shivar	Water Conservation Department, Collector Office	Engg., Agri., Sociology, Geography	All, specially Marathwada, Western Vidarbha, Khandesh
Irrigation Mgt.	WRD, Agriculture, Collector Office	Engg., Agri., Sociology, Economics, Geography	Western Maharashtra
PDS	Collector Office	Sociology, Economics	All
Natural Resource Mgt.	Forest, WCD, Zilla Parishad	All Science, Social Sciences	Konkan

## 3. UGC on CBCS and Projects.

We note that UGC makes the following recommendations on UG projects:

### *Introducing Research Component in Under-Graduate Courses*

*“Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A*

*Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper”*

**UGC Guidelines for CBCS degree program.**

<b>Program</b>	<b>DSC(6)</b>	<b>DSE(4)</b>	<b>AECC(2)</b>	<b>SEC(4)</b>	<b>GE(4)</b>	<b>Total</b>
B.Sc/B.A. Hon.	14	4	2	2	4	26
B.Sc.	12	6	2	2	0	22
B.A.	12	4	2	2	2	22