

SOCIAL EXCLUSION AND UNNOTICED TRIBAL COMMUNITY: A QUALITATIVE STUDY OF GHERA PANVADI VILLAGE IN PURANDAR BLOCK OF PUNE DISTRICT

Dr. Prakash S. Yadav, Ms. Kartiki S. Subakade

Abstract

Social exclusion is a complex and multi-dimensional process. It involves the lack or denial of resources, rights, goods and services, and the inability to participate in the normal relationships and activities, available to the majority of people in a society, whether in economic, social, cultural or political arenas

Social inequality in India is the by-product of Hindu caste-ridden society in India. Almost 2/3rd of the Indian population is socially and educationally backward. Since time immemorial, Indian social system has been maintaining social and economic inequality among the people. This section of the population is known as weaker section. Amelioration of their living condition, protection of the rights of the weaker section and provisions for their social justice has been a serious concern for all of us. (Deepak Nayak)¹

According to Government of India Act, 1935 “weaker section implies to those sections of society who are either because of traditional custom of practice of untouchability or because of tribal origin, tribal way of living or other backwardness have been suffering from educational and economic backwardness and some aspects of social life.”

D.N. Majumdar² defines tribe as a social group with territorial affiliation, endogamous with no specialization of functions ruled by tribal officers hereditary or otherwise, united in language or dialect recognizing social distance with other tribes or castes.

It was found that the majority of the villagers who belongs from Koli Mahadev community are working in the agriculture sector as labourers on daily wages. The Ghera Panvadi village is located near to Purandar fort. During the period of King. Chh. Shivajiraje Bhosale these tribal villagers were working on fort for their livelihood. The village is only 13 km away from Block place, i.e. Saswad, but unfortunately it comes under Ghera Purandar Group Gram Panchayat. Villagers don't know the name of Sarpanch, also the in-charge Gram Sevak has been appointed who visiting in the village as per his timings. Besides this people are not aware about any of government welfare schemes, like MGNREGA, SGNAY, Pension schemes etc. Also majority of the villagers don't have the basic documents to get the benefit of government schemes. The people don't have the access to Mobile network. The economy of villagers is totally depends on seasonal rice farming. Besides this there is no access to villagers in forest for their livelihood.

The study entitled, Social Exclusion and unnoticed Tribal Community: A Qualitative study of Ghera Panvadi Village in Purandar Block of Pune District, an qualitative analysis was conducted. The study was universalized with the limitation of Ghera panvadi village from Purandar block of Pune dist. The Qualitative research methodology was adopted in which the Participatory Learning Appraisal (PLA) was adopted and its techniques has been used, the qualitative data was collected through interview guide based on the indicators of community development and the content analysis has been used for the analysis of qualitative data.

For selection of the sample the inclusion criteria was kept as the tribal villagers should belongs from the said village and from all the age group of people were interviewed. The tribal villagers were selected through random sampling method. Before involving the villagers as a participants of the research study the consent were taken. Also the confidentiality was mentioned, these ethical concerns were followed during the research study. The data was collected through interview guide, besides this the focussed group discussion was used to get in-depth information and knowledge about the research study.

The present paper is based on qualitative inquiry of aspects like Health, Education, Livelihood / Employment, Nutrition, Water, Sanitation, Women & Child, Youths, Elderly, Agriculture, Government Welfare Schemes. Also the present paper is mainly based on the sharing's, learning's, experiences and changes from the tribal villagers about their Problems. The research study gives some recommendations about the inclusion perspectives to mainstreaming the village in contemporary India.

Key Words: Social Exclusion, unnoticed, Tribal Community, Qualitative study, etc.

¹ Educational **Exclusion** of Scheduled Castes in India: A Psycho-Social Perspective.

² **Majumdar** was the first formally trained Indian anthropologist to study the impact of nontribal cultures upon the ways of life of Indian tribes

INTRODUCTION

Contemporary social work practice is increasingly becoming complex and challenging. Social workers are engaged in working with society's most vulnerable, disadvantaged and deprived sections of the population who require help with multiple needs. The situations and needs requiring social work intervention could be intra-personal, inter-personal, inter-group or inter-organizational (Dr.I.S.Subhedar, 2011)³.

Participatory rural appraisal (PRA) is an approach to the analysis of local problems and the formulation of tentative solutions with local stakeholders. It makes use of a wide range of visualization methods for group-based analysis to deal with spatial and temporal aspects of social and environmental problems. PRA is an intensive systematic but semi structured learning experience carried out by multidisciplinary team in a community with community members.

PRA provides a structure and many practical ideas to help stimulate local participation in the creation and sharing of new insights. The emphasis on ensuring community feedback broadens the group of people involved. It is increasingly linked to participatory planning processes (e.g. using adapted forms of logical framework analysis). PRA requires favoring attitude towards community dwellers as well as top to bottom approach, respect for community members, area of interest of community people, what they know, what they say & show and what they can do. The social workers have the patience, not rushing and not interrupting attitude. The present paper is based on our field experiment of participatory rural appraisal during Social Service Camp (Rural Camp).

SOCIAL WORK EDUCATION AND AN ARGUMENT:

Fieldwork is the most essential part of the social work education and training. Taking an overview of the present situation of the fieldwork training, its nature, scope, professionalization, problems and difficulties and the needs, it may be observed that the universities and the colleges of social work lack something in imparting comprehensive field work training to the students.

In the field work training itself, there are certain deficiencies and shortcomings. The most important aspect are the policies of the universities and the colleges of social work whereby the theoretical and practical curriculum are formulated and arrangements are made for imparting education and training according to the prescribed curricula. But till today ways of field work have been used by the most of social work schools. In which the agency based field work is carried out. But there is need of some community based trends in field work training in social work education.

Fieldwork practicum is a closely supervised educational internship in a social work setting that provides planned opportunities to apply theory taught in class-work to actual situations, which, in turn, enhances classroom learning. Learning and practice of social work methods and skills of work with individuals and the socio-economic-political systems of family, community, state, corporate sector, mass media and non-profit organizations, democratize them, drawing linkages across them, to prevent and ameliorate social problems; and documentation, monitoring and evaluation of one's social work intervention⁴.

SOCIAL SERVICE CAMP (RURAL CAMP) AT PANGARI:

Social service camps are seen as valid component of the student's field learning. Institutional visits in the same location, especially as a part of the student's orientation to the field of social work at the point of entry, are also recommended (UGC, 1980).

Organizing social work camps in the tribal- rural- urban areas according to the fields of specializations can assists the students to be super-specialized and perfect in their chosen fields. For many years now, rural and urban development is being treated as a distinct specialization in social work education and a system of field work training in this specialization has already been introduced. For enhancing the understanding of students, for imparting them a scientific attitude and for developing their broad and positive vision towards this field, certain innovative methods not included in the field work training. Without broad theoretical study and extensive field practices, professional knowledge cannot be developed. Hence, without comprehensive field studies and practical demonstrations, perfect social workers cannot be brought forth. Therefore social work students, faculty trainers should take active interest in developing participatory, interventional training system and broaden the scope of the training.

Experimental approach in Fieldwork practicum: The fieldwork practicum needs to use the andragogical or the experimental approach. According to Johnson (1986)⁵, experimental learning is based on three assumptions,

³ *Indigenous Field Work in Social Work*

⁴ *Indigenous Field Work in Social Work*

⁵ *Experimental learning in field practicum*

People learn best when they are personally involved in the learning experience; Knowledge has to be discovered if it is to mean anything or make a difference in behavior; and Commitment to learning is highest when people are free to set their own learning goals and actively pursue them within a given framework.

The department of Social Work, Tilak Maharashtra Vidyapeeth, has follows the model programmes and practices accordingly, the students of BSW II year definitely benefited in terms of conceptual clarity, practical knowledge of the PRA technique, rural life from social work perspective, use of social work techniques, methods, skills, attitudes, managing and administrating the camp.

Rural camp is part and parcel of the social work education. The objectives of rural camp are to provide an opportunity to the students to learn practical aspects of different subjects in the field of social work. To make the students utilize the method-oriented practical training. To carry out the practices to help them to gain the practical knowledge. Considering all these objectives the department of social work has selected the Ghera Panvadi village for rural education camp.

On this basis the department of Social Work, Tilak Maharashtra Vidyapeeth has adopted this village for integrated and sustainable development, with the form of rural camp which part & parcel of social work education. From last two years the department of social work has been organized the 06 days rural camp at Ghera Panvadi village for sustainable community development.

Community development is nothing but the process of transformation of socio-economic life of community people. Its main aim is to overall development of the community people.

Generally in community development the outsiders i.e., the govt. functionaries, representatives of the different non govt. organizations are come in to the village, identify the problems of the community. According to the problem they formulate policies, schemes or projects and implement it and when it accomplish withdraw from the community.

It means that there was lack participation of community people in formulation and implementation of the policies, schemes or projects. If it occurs rapidly then there should not possibility of the participatory and sustainable community development.

SUSTAINABLE DEVELOPMENT

Rural development as a part of social change is defined as a process of expanding the decision-making horizon and extending the time frame for appraising investment and consumption choices by rural disadvantaged people collectively and not necessarily at the village levels of aggregation.

Sustainable development is nothing but the community people have participate in observation, survey, planning, policy or scheme formulation & implementation, monitoring and evaluation, etc. process.

It means that while working with community, the representatives of the govt. and non govt. organizations can take the participation of community people from observation to evaluation process.

BACKGROUND OF GHERA PANVADI VILLAGE

A Ghera Panvadi Village is located near to Purandar fort. It is 13km far from Purandar that is Saswad town which is Block Place in Pune District. The total population of Ghera Panvadi is 400 in which most of the active population occurs migrant due to search of service for their livelihood. The main occupation of the villagers is seasonal rice farming. Most of the aged people, women population & farmers are residing in the village.

METHODOLOGY ADOPTED

Participatory Methodology:

In the participatory methodology, it is assumed that knowledge and education are never neutral and the trainer's role is help to the participants understand where their own views have come from, to challenge pre-conceptions and to encourage them to consider other possibilities. It assumes that society can be transformed by the engagement of critically conscious persons, through a process of deconstruction, reconstruction and transformation. Participants' life experiences are the major source of knowledge in this method. The trainers are not teachers, but facilitators, and partners with the participants in this process of social change.

Need Analysis:

While studying the plan of action of practice, it is essential to ascertain that it is based on the actual and felt needs of the potential beneficiaries, depending up on their situation. Such baseline data is obtained through need analysis. Some objective criteria, to establish the need conditions for the specific intervention, will first have to be theoretically worked out, based on the expected outcome. All the individuals in an age group may need developmental intervention, where as specific outcome have to be laid down for need for remedial

intervention. According to Carter (1960)⁶, the need conditions may be those expressed by clients and those unexpressed by clients. For the needs expressed by the clients, they may not be utilizing the services.

A need analysis used in three major ways:

The scope of the program planned according to the magnitude of people concluded as the needing the intervention.

The characteristics of the people needing the intervention can be useful while planning the content of the intervention.

The difficulties people report in utilizing services of similar program are useful for planning the service delivery aspects of practice.

Resource Survey:

At the stage of planning of practice, a resource survey has carried out in the Ghera Panvadi village in order to complete information needed for providing information and services to the villagers. Such a survey explores number and types of services available, and provided by the social work trainee students as well as individuals to meet a particular need.

As we know that, the rural camp is part and parcel of Social Work Education. For sustainable development of Ghera Panvadi village student social workers has conducted the participatory rural appraisal in this village. In which students has done the map of the *Gaonthan* (village), and the map of *shivar* (Farm) with the participation of villagers. And collected the information regarding the problems which have been faced by the villagers; on the basis of components such as; Health, Education, Sanitation, Water and irrigation, Women and children, Integrated Child Development Scheme (ICDS), Self Help Groups, Youths, Elderly, Agriculture etc.

Ground Water Management:

Competition over limited supplies of water alternative uses in agriculture, urban and industrial supply, recreation, wildlife, human consumption and maintenance of environmental quality is becoming more intense. Local farm economies face massive shortfalls of irrigation water endangering even the meager subsistence that they obtain from cultivation. Migration to urban or peri-urban areas is symptomatic of the deepening crisis in the farm and rural sector.

The water is a common pool resource. It cannot be owned by only human beings, as water has many other natural and ecological functions. Therefore, all living beings on earth have rights over water resources. If human beings have to exercise rights over water, then it can be done through community institutions and structures at the micro level.

So from such PRA technique the villages are come forward to take the action for ground water management. With initiatives of villagers and Agriculture Extension Officer the K. T. ware bandhara has been sealed due to which the level of the ground water has increased and at present all the villagers and farmers utilizing the water for agriculture.

INVOLVEMENT OF INSTITUTION, FACULTY AND STUDENTS

Department of social work is active in various rural villages for its field work purpose and have established healthy relations with these communities through youth mandals, adolescence groups, self-help groups which was the platform for the rural camp.

For the present camp the PRA activity was conducted and facilitated with the help of YASHADA, Pune. It was so conceptually conceived that learning's of teacher and students started with it. Also the govt. functionaries like, Block Development Officer, block Coordinators of Umed Project office of Purandar Panchayat Samiti, Anganwadi Workers), Talathi, Gramsevak, Block Live Stock Development Officer etc. were actively participated while conducting the PRA activity in Ghera Panvadi village.

Some other tools of PRA has been used by trainee social workers during the session:

- Semi structured interviewing
- Focus group discussions
- Preference ranking
- Mapping and modeling
- Resource and Social Mapping
- Transact Walk

⁶ Need analysis in community setting

Issues Identified:

Researcher has used above mentioned tools and techniques, besides this researcher has applied the interviews and focused group discussion to get the qualitative data based on following indicators. During the discussions the following issues was identified and it has analyzed as follows;

1. Health: Health is a wealth and fundamental right to human beings. The health is associated with individual's personality, mental condition, economic condition and social status. Illness is associated with individual's personality, mental condition, economic condition and social status.

In this village there is no any kind of health care infrastructural service is available. Around 25 km, there is Primary Health Centre is located at Parinche village, during the emergency of health issues the villagers should have to go to Rural Hospital of any other private clinic for the medical treatment. It has also found that the adolescents girls and women are having major health issues related to reproductive health. Therefore the majority of women are doing daily wages work and that women are not getting proper and nutritious diet, hence most of them found anemic in nature.

2. Immunization of Children: Children have been considered as a precious gift to human beings. The child in the family contributes many social and family norms in India. After marriage the next step is to have children has special place in the marriage system. Birth of child in the family brings many roles and responsibilities as parents.

In the village the ASHA worker has not appointed by the government. Also majority of the children have not completed their immunization cycle as per guidelines of ICDS. It also seems that most of the children's are vulnerable in nature.

3. Education: Educational level of the individual has been identified as an important indicator of overall development of his / her personality. Similarly it also has been associated and identified with various Psycho-social, economic variables especially in Social Science research.

In the village there are two types of schools. One is Zilla Parishad school, which provides primary education from First to Fourth Standard level education. The second is highschool, runned by the Bodhisatva Pratishthans, Raje Shivray Vidyalaya, which provides secondary and higher secondary education, that is from Standard Five to Ten.

There is no any kind of facility for the higher education in the village or nearby. Therefore the students must have to go at Block place, but unfortunately due to low level of parents income, majority of the students don't have the access to higher education, which leads to unemployment amongst the youth population which is the bright future of our India.

4. Occupation: Occupational status of the individual has been identified to be associated with many variables such as economic empowerment, decision making capacity, Psychosocial status, Quality of Life and many such variables. All the villagers are engaged in seasonal rice farming. Once the season is over, all are going for daily wages. Very few of them are engaged in livestock development. Since the village falls under draught prone area, there is water scarcity for drinking and irrigation both. Income of the family determines the overall empowerment of the individual and family at large. Also the income of the family determines the availability of the resources and its fulfilment of the needs of family members. The income of family also decides the access to many services to the community at large. The income of the family has been associated with many variables such as quality of life, utilization of the services, satisfaction, economic condition, social status and empowerment too. Majority of the women workers are going for daily wages. Women are getting Rs. 200 per day out of that Rs. 40 to 50, should have to give the Pick van driver as the travelling charges. Finally women get Rs. 150 to 160 per day wages. In limited income they are not managing their livelihood and other expenses. Hence women are not taking the single holiday.

5. Economic Condition: Economic condition of the individual has been associated with many variables such empowerment, decision making capacity, power, control on the family activities and many others. The total economy of village is based on agriculture , that is, seasonal rice farming. Due to unexpected variations in climate the productivity of rice is fluctuating. Therefore the villagers told that whatever the produced rice is there it is not for sale. It has been used only for the consumption. Therefore apart from the daily wages, within limited wages they manage their needs and livelihood too, there is no any other source to improve their economic conditions. Hence it has found that the economic condition is very low.

6. Social Composition: Indian society is stratified in various castes. The caste groups are playing very significant role in socialization of an individual. Also caste categorizes to individuals in various groups. The village consists of Koli Mahadev tribes which are dominant and having 90 percent population, then 7 percent are DNTs and belongs from the Dhangar community and only 3 percent population is of Scheduled Caste who belongs from Boudh Community.

7. Housing: Shelter is a basic need and fundamental right of the individual. Housing is associated with many variables like social status, economic condition, and Political status and so on. People have their own house. It has found that out of fifty families only one house is pacca in nature rest of 49 families are in kachha In nature. Due to poverty and low level of income the villagers are unable to construct their own pacca house. It has found that the Gharkul Avas Yojana is not reached and majority of them have not benefitted.

8. **Assets:** The availability of assets shows the economic condition of an individual. Therefore it is closely related with variables such as, economic empowerment, social and political status. Since from generations to generations the villagers are living with their limited kaccha house. Very few of the villagers having the TV, Fridge and Gas connections. Therefore it has observed that people are living their life with limited resource along with the high satisfaction.

9. **Electricity:** The availability of the electricity is closely associated with the variables like economic condition and social status. The fifty percent of villagers having the electricity connections. Rest of the families have taken the sharing basis connections on rented. The bastis / hamlets around village are not having proper electricity sources and connections too.

10. **Water:** Drinking water plays important role in the life of human beings. The availability of the drinking water is closely associated with the variables like health condition, economic condition and social status.

In the village there is only one well, which is used for drinking water purpose and it has located out of village from where the villagers should have to lift the water by walk only. Besides this there are three to four private bore wells in the village. And there are to water lakes (KT Wear bahdharas), available in the village, which are not in proper condition in context of hydrological study of that village. In the raining season only people get the benefit of the same lakes.

11. **Use of Personal Toilets:** Use of Toilet plays important role in the life of human beings. The availability of the toilet is closely associated with the variables like health condition, economic condition and social status. In the village every family having the personal toilets, but very few of them are using it due to water scarcity during the summer season. Also the families who resides near to fort that family are not using their personal toilets. It has observed that the people are going for the pen defecation.

12. **Training:** Training develops capacities of individuals for overall development. Training is associated with so many variables such as, income, economic condition, social status and empowerment too. It also has been closely associated with economic condition and social status of the individual. It has found that yet none of the villagers has not received any kind of training either by the government depart or by the NGOs.

13. **Information about various welfare schemes / Programs:** Information is associated with so many variables such as, discussions, Knowledge, sharing, Protocol, people participation, Public relation, local leadership participatory democracy, social development and social status.

The villagers not aware about the government welfare schemes. The people are not aware the meaning of Job card under the MGNREGA, also people are not aware about the Sanjay Gandhi Niradhar Anudan Yojana. It clears that the villagers are not getting proper information by the government officials. So it clearly shows that the lack of knowledge and wisdom among the villagers and subsequently government is totally responsible for the same.

14. **Gram Panchayat:** the village comes under Ghera Purandar, group Gram Panchayat. The Misalwadi is the place where the Gram Panchayat office is located, which is around 12 km far from this place. Since last five years the Sarpanch had not visited this Ghera Panwadi village and unfortunately the villagers don't know the name of their Sarpanch. The Incharge Gram Sevak / Village Development Officer have been appointed by the Block Panchayat, who visit this place according to this convenience, not with the convenience of villagers.

15. **Place of Meeting:** Place of meeting is associated with so many variables such as, discussions, people participation, Public relation, social pressure, social development and social status. In the village the Primary school and high school are the common places for the meeting. But it is found that the majority of the meetings are being conducted in the temple of Shri. Hanuman / Maruti

16. **Gram Sabha:** Opinion of respondents about conduct of Gram Sabha / Ward Sabha Gram Sabha / Ward Sabha are the mother of Lok Sabha. Gram Sabha / Ward Sabha are associated with so many variables such as, discussions, people participation, Public relation, local leadership participatory democracy, social development and social status. Since the village falls under group Gram Panchayat, the Gram is conducted in Misalwadi and the villagers are not attending or participating in the Gram Sabha. It is very serious issue as far as rural development is concerned.

17. **Elderly:** Age has been a very important variable in research. Age of the respondents has also been associated with many socio-economic variables in this study. In the village it has found that the number of elderly persons are significant. Besides this the elderly persons are facing more health issues regards to cataract, Joint Pains, Low level of listening.

Major Social Work Interventions Conducted:

Sr. No	Day, Date and	Time	Topic / Theme of lecture / Activity	Speaker / Facilitator
1	Monday, 15 th February 2021.	Late evening 7.00 - 8.00 pm	Mashal Pheri and meetings with villagers	Students, Faculty members and villagers
		8 pm - 9 pm	Gram Sabha	Gramsevak, Sarpanch, Members of Grampanchayat, All villagers, Students &

				Faculty Members
2	Tuesday, 16 th February 2021.	08am - 10 am	Application of PRA, Social Mapping, Resource Mapping & Transact Walk	Students, Faculty members and villagers
		12pm – 2 pm	Need Assessment Survey	Students, Faculty members and villagers
		6pm – 7 pm	A session on Roadmap of Village Development through Government Schemes	Dr. Amol Waghmare, ADIM Organization, Pune.
		7 pm – 8 pm	A session on Samruddha Gaon Spardha - Yojana	Mr. Mayur Salunkhe, Pani Foundation, Purandar.
3	Wednesday, 17 th February 2021.	10am - 1pm	Session on reproductive health of women & Haldi Kum-Kum	TMV Nursing department
			A Session on Legal Awareness	Students & Faculty Members of Lokmanya Tilak College, TMV, Pune
		2pm to 4pm	Preparation for Cultural Program	Students & Faculty Members
		8 pm – 10 pm	Cultural Program	Students and villagers
		9 am – 12 am	Live Stock Health Check up Camp	Dr. Sachin Bhor Veterinary officer, Saswad.
			Bal Melawa	Students & Faculty Members
4	Thursday, 18 th February 2021.	10.00am-1.00pm	Multi Diagnostic Health Check Up Camp	Bharati Hospital & Medical Research Centre, Pune
		1.00pm – 2.00pm	Self Help Group Training	Kasturaba Mahila Khadi Gramadyog Vidyalaya.
		3.00pm – 4.00pm	A Session on Bamboo Farming	Extension officer, Panchayat Samiti, Tal. Haveli & BVG Group of India
		8 pm – 10 pm	Cultural Program	Students and villagers
5	Friday, 19 th February 2021.	08am – 10am	Gram Swachhta	Villagers, Students & Faculty Members
		12 pm – 2 pm	Ideal Village through Government welfare schemes	Mr. Ankush Babu Parkhande Hon. Sarpanch Village Kaldari
		3 pm – 5 pm	Preparation of Valedictory Ceremony	Students & Faculty Members
		6 pm – 8 pm	Valedictory	Dignitaries from the TMV/ BDO Office, Purandar & Villagers, Students & Faculty Members
6	Saturday, 20 th February 2021.	9 am – 11 am	Workshop on Ideal Village Development Plan (Water, Environment, Watershed etc.)	Mr. Upendra Dada Dhonde, Central Groundwater Department, Pune.
		11 am – 12 pm	Closing of Rural Camp	Students & Faculty Members
		12.00pm onwards	Journey towards TMV, Pune	Students & Faculty Members

OUTCOME OBSERVED

Participatory rural appraisal is very particular and specific about their outcomes, because the people are come forward to take the action. We at the department find following outcomes of the “Participatory Rural Appraisal (PRA) is an effective technique of Participatory Development: A case study of Ghera Panvadi village, Tal-Purandar, Dist- Pune.” Such as;

- We do strong believe that ‘student independently conduct the PRA activity if necessary guidance, training and freedom is given.
- PRA helps students to develop functional abilities and overcome individual lacunas.
- Students have learned to get people participation also encouraged to write their field experiences in the local news papers.
- Teachers have developed a perspective that ‘theory of social work can be seen in practical work’.
- PRA helped teacher and students to acquire the fair, unbiased stand point of thinking, while working with men and women.
- Students and teacher have learned to cook the food.
- Students and teacher have developed the confidence to handle a considerable amount.
- Students, teachers and participant govt. functionaries have good contact with each other, which we call as trained human resource network.
- Teachers are made serious to think over the innovative methodologies to assess the impact of PRA, to assess the change in human and its reliability.
- The work of the students reflects their spirit of professional devotion and commitment to social work practice, and humanistic concern and sensitivity to the community people.
- Students get the clarification of the awareness, attitude, and skills and objectives.
- Get motivated others as learners.
- Given positive feedback to others.
- Asked questions to elicit information.
- Reviewed scope of participation.
- Reviewed the methods and activities used.
- Organized social work knowledge for practice.

CONCLUSION

Above outcomes shows that participatory Rural Appraisal is an effective tool of participatory development. In which community people prioritize their problems and come forward to take action which will useful for utilizing as common property resource.

ACKNOWLEDGMENT

Authors are generally acknowledge the support extended by YASHADA, Pune, govt. functinaries from Purandar tehsil, sarpanch and Gram panchayat members and citizens from Ghera Panwadi Village.

REFERENCES

- [1] Desai Murli (2004) Methodology of Progressive Social Work Education, Rawat publications, Jaipur and New Delhi.
- [2] Gangarde K. D. (2001) Working with Community at the Grassroot Level, Strategies and Programmes, Radha Publications,
- [3] Lakhe C. V. (1995) Community Development and Principles of Extension Work - Shri. Mangesh Publications, Nagpur.
- [4] Nayak Deepak (2018) *Educational Exclusion of Scheduled Castes in India: A Psycho-Social Perspective*.
- [5] Participative Development, Vol.6 No. 2, July- December 2007, Centre for Social Research And Development, Pune.
- [6] Prof. M. Lakshmipathi Raju (1999) Family Counselling: Perspectives and Practices - The Dept. of Social Work, Sri. Padmavati Viswavidyalayam, Tirupati.
- [7] Rathore M. S. (2003) Community Based Management of Ground Water Resources – Tarunbharat Sangh, Bhikampura, Alwar.
- [8] Subhedar I. S. (2011) Indigenous Field Work in Social Work – Current publications, Agra.
- [9] Theis, J. and H. Grady. 1991. *Participatory Rapid Appraisal for Community Development*. London: Save the Children Fund.
- [10] University Grants Commission (1980) Preview of Social Work Education in India – Retrospect and Prospect, New Delhi.

