

Title of the Project: Saksham Pramaan

Faculty In Charge: Prof. (Dr) Beena Antony Reji

Project Period: 2021-2024

National AIDS Control Organisation (NACO) is a division of the Ministry of Health and Family Welfare that provides leadership to the HIV/AIDS control programme in India. State AIDS Control Societies (SACS) implement the NACO programme at the state level through various Targeted Intervention projects for High-Risk Groups (HRGs).

Tata Institute of Social Sciences (TISS) is the lead implementation partner of Project Saksham Pramaan, which identifies areas of programmatic evaluation of Targeted Interventions (TI) and Link Worker Schemes (LWS). To implement this program, TISS has partnered with five educational institutions in the north, central, east, south and west regions for the period of 2021 to 2024. The project is supported by the Global Fund for AIDS, TB and Malaria.

Aditi Mahavidyalaya has been selected for the northern zone covering the states and union territories of Delhi, Punjab, Haryana, Himachal Pradesh, Uttarakhand, Uttar Pradesh and union territories of Chandigarh, Jammu Kashmir & Ladakh for the Project Saksham led by Tata Institute of Social Sciences (TISS) and guided by National AIDS Control Organization (NACO).

The objective of this coordination is to support the National AIDS Control Program (NACP) in the evaluation of TI and LWS. The project strives to empanel the evaluators and build their capacities for conducting evaluations and working closely with the SACS in preparing the evaluation calendar. Project Saksham Pramaan at Aditi Mahavidyalaya has successfully completed seven batches of training of 127 empanelled evaluators in 2022 and conducted evaluations with the help of State AIDS Control Societies in northern region states and union territories.



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Aditi Mahavidyalaya Project Saksham Pramaan team led by Faculty In-charge Prof. (Dr.) Beena Antony Reji at TISS-Mumbai, along with 4 RICE teams, TISS Saksham Pramaan team and NACO Officers

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इक्ष्मप्रवाह
Building Capabilities

Saksham Pravaah



Saksham, which means "becoming capable" is an initiative of the Tata Institute of Social Sciences that has been supported by the Global Fund since 2008 to help the Ministry of Health and Family Welfare (MoHFW) to combat Tuberculosis. The nation's psychosocial support programme for Tuberculosis (TB) has been created by Saksham. It is the only Global Fund initiative worldwide overseen by a prominent national academic institution. The Program is funded by the GFATM (Global Fund for AIDS, Tuberculosis and Malaria)

With regard to the social determinants of tuberculosis, such as stigma, poverty, malnutrition, and lack of awareness, Saksham Pravaah has demonstrated the necessity of moving beyond the "bio-medical, disease control" approach. By addressing gender disparity and including psychosocial TB counselling in the government's tuberculosis control programme, the National TB End Strategy will move forward by 2025. The initiative was first introduced and implemented in the district TB Centres of four states—Maharashtra, Gujarat, Karnataka, and Rajasthan.

The National TB Elimination Programme (NTEP) where the counsellors of Saksham Pravaah collaborate to ensure patient adherence to treatment and less fallout.

TB is a disease of poverty and financial constraints which can make treatment adherence challenging. One of the major goals of the Saksham Pravaah is to connect counsellor's to patient's to the services available from Government of India. Social Protection Schemes which in order to reduce the catastrophic burden of tuberculosis and increase treatment adherence and completion of the medicine course play's a very pivotal component. Saksham has now spread national wings and it has become a country driven motive towards the elimination of the dreadful disease.

Objective- Saksham Pravaah is a project where a pool of Master Trainer's will undertake cascade training for frontline NTEP (National TB Elimination Programme) staff on counselling soft skills through the STDC'S of the respective States on how to deal with the psycho social aspects of Tuberculosis.

Role of Aditi Mahavidyalaya-

In Saksham Pravaah Project (2021-2024), Aditi Mahavidyalaya University of Delhi in the North Region of the country is working in collaboration with CTD(Central Tuberculosis Division) Ministry of Health and Family Welfare ,TISS (Tata Institute of Social Sciences) and STDC (State TB Training and Determination Centre) in 8 States/UTs in the North India

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(Delhi, Uttar Pradesh, Jammu-Kashmir Ladakh, Himanchal Pradesh, Uttarakhand, Punjab, Haryana and Chandigarh)

The pool of Master Trainer's who will trained will be providing training to create sustainability in the approach of counselling towards people living with Tuberculosis.

Aditi Mahavidyalaya in partnership with TISS has conducted 4 National Tot's (Training of the Trainer's) in the North Region of India. The total number of Master Trainer's trained in Counselling Soft Skills is 110.

The drive for the elimination of tuberculosis is at its stride towards the cause.



Aditi Mahavidyalaya Project Saksham Pravaah team led by Faculty In-charge Prof. (Dr.) Beena Antony Reji at National Training of Trainers in Delhi University along with Central TB Division Officials and Principal of Aditi Mahavidyalaya

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PROGRESS REPORT	
1. Project Title: Quality Schooling and Social Work Engagement: National Education Policy (NEP) 2020 Vision	2. IoE Grant No.: Ref. No./IoE/2021/12/FRP 3. Date: 01.11.2021
4. Name of PI (Name/Address/Email/Mobile): Prof. Neena Pandey Department of Social Work, 3, University Road, University of Delhi, Delhi-110007 Email: npandey@socialwork.du.ac.in Mobile no: 9971881517	5. Department: SocialWork
6. Name of Co-PI (Name/Address/Email/Mobile): Dr. Punita Gupta Associate Professor Department of Education, Aditi Mahavidyalaya, Delhi Auchandi Road, Bawana, Delhi 110039 Email: punita@aditi.du.ac.in Mobile No: 9811744690	7. Department: Department of Education, Aditi Mahavidyalaya, University of Delhi
8. Date of Start: 1.11.2021	9. Total cost of Project: 1,75,000/- (One lakh seventy five thousand)
10. Date of completion: 30.06.2022	11. Expenditure as on 31.3.2022: 1,10,161/- (One lakh ten thousand one hundred sixty one)
12. Objectives of the Proposal: 1. To identify critical factors contributing to dropouts and absenteeism in schools in pre and pandemic situations 2. To identify the gaps in bringing back (re-enter) the children to school 3. Capacity building for the prospective social workers and teachers to engage with students in quality education to fill the gap 4. Defining (translating) the possibilities that how teachers and social workers can work together to create a better schooling experience for children 5. Elaborating the strategies for community education envisioning the inclusivity aspect of NEP2020	
13. Salient Research Achievements (Not more than 200 words):	

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- 1) Analysis of the pilot study (conducted on approximately 450 students of social work and teacher education at under graduate, post graduate and research level) helped to design the capacity building workshop for students. Pretest helped to assess their existing understanding about the NEP2020 imperatives about social work engagement in schools and after the workshop post test was conducted to assess whether the participants were able to enhance their knowledge and understanding about the issue of dropout and absenteeism in school. These interactive workshops conducted with teacher education students and social work students separately to understand the perspective and needs of them due to exclusive nature of these courses. Further based on this data, an interface in the form of school seminar on Understanding school dropout and absenteeism was organized so that both the groups present their views on the various critical factors affecting the school regularity and sustenance. Major achievement was to bring professionals to a common platform and to discuss and reflect upon the critical aspects of the issue to work together in coordination to bring the children back in mainstream schooling who have been pushed/pulled out.
- 2) Another major achievement is building a discourse on quality schooling through their socio personal experiences and field-based data. Which helped them to critically reflect upon the multiple perspectives emerged out from the discourse and also to understand their role and responsibility.
- 3) The next major achievement is to take views of faculty of social work and teacher education about the feasibility (whether the curriculum focusses upon this aspect of NEP2020 in this regard) and gaps.
- 4) Another critical achievement is the account of hand on experiences of the school teachers, principals and community workers who have worked to reduce the school drop out and absenteeism pre/during/and post pandemic.

14. Summary of Progress (Not more than 100 words):

This study was an attempt to understand the critical factors causing to school dropouts and absenteeism and how does the engagement of social workers can help to ensure quality in school and reduction in dropouts and absenteeism. Alongside it attempted to discuss NEP2020 vision and policy imperatives in this regard and its feasibility in the field. Data was collected through various qualitative online/offline methods. Pilot study analysis helped to structure the capacity building workshops with the participants. And pre / post test during the workshop helped to assess their knowledge and understanding of policy vision. Faculty of both the courses provided the insight to understand demand of the curriculum restructuring to make the school social work aspect clearer and more critical. Talk and interview with the school teachers, principals and community workers provided the first-hand information about the nature and number of drop out and absenteeism and how pandemic situations, lock down and digitization of education affected the negative withdrawal and worked as push/pull factor. Finally, School Seminar with the students of Teacher education programme and social work brought some concrete and debatable arguments and also the possibilities to work together to bring the child back in to mainstream education.

15. New Findings:

- 1) Varied population (difficult target group) was covered such as the children of commercial sex workers, transgender children, children from rural area, urban poor, children of single parents etc.
- 2) Work needs to be done at multiple levels, with the schools, with parents, community and with teacher as well. Teachers' behaviour and attitude also play a crucial role in this regard.
- 3) Case studies of initiatives taken by various organizations were discussed at length to come out with feasible plan of action.
- 4) We need to build an understanding of cognitive absenteeism.
- 5) Role of social/cultural capital in classroom and the way it marginalize those who don't possess it.
- 6) Research establishing interlinkages between poverty, school dropout and criminal behaviour are disturbing and need to be addressed with the help of child support agencies.

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- 7) A case of a school in Ghana, Africa was discussed where the teacher shared how he is using creative teaching / pedagogical tools such as theatre, music, dance and visual art to make classroom interactions more interesting for children. Connecting the academic life with real life would help children to sustain in the system.
- 8) Disruption in education due to mini migration generally is not recorded and discussed in policy/programme.
- 9) Data revealed that some of the girls from religious minority shared that pandemic proved as a boon for them. Due to school from home, they were able to continue their education for secondary and some got enrolled in higher education. Their parents allowed to study further.
- 10) The students are very enthusiastic to participate in the ongoing policy discourse on National Education Policy 2020. The IoE- FRP opened the opportunity of dialogue and a school seminar was organized which hosted diverse views/research papers.

16. Innovations/Outcomes: The outcomes of brainstorming with student have given a direction to researchers to propose possible models of social work engagement in school complex to reduce the absenteeism and drop out and ensure quality schooling.

17. Patent(s), if any:

1. Created IEC material comprising case studies and social work school models of various countries along with the drop out and absenteeism data of Indian states. The report of UNICEF has been incorporated in the document. Participants of both the courses (Social Work and Education) found it relevant to understand policy imperative and their engagement with school system. (IEC material attached with the report)
2. The research and seminar papers were received. Altogether 20 abstract were received on the project theme and 19 presentations were made in the school seminar organized in the Department of Social Work.

List of Publications (Accepted/Published)* from this Project (including title, author(s), journals & year(s))

(A) Papers published only in SCIE/SSCI/A&HCI/Journals/Indexed journals/Scopus journals etc.

S. No.	Title of the paper and journal detail (should be in the following format) Example: Title/authors name/Journal name/year/volume/page no/DOI	First/Corresponding author	Impact Factor (as per JCR)
1	Presented a paper on <i>rashtriya shiksha niti 2020 ke sandarbh mein vidyalayi shiksha mein samajik karyakartaon ki bhumika evam peshe ka sameekshatmak vishleshan</i> in IX th Indian Social Work Congress 2021 in the end of October 2021.	Punita Gupta and Neena Pandey	
2	Article Quality Schooling and Social Work Engagement: National Education Policy (NEP) 2020 Vision	Punita Gupta and Neena Pandey	

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The paper has been submitted for publication but awaiting for the acceptance.

(B) Papers published in Conference Proceedings

*Append the copy of publication/acceptance of the paper.

Signature of PI

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FACULTY RESEARCH PROJECT

**"QUALITY SCHOOLING AND
SOCIAL WORK ENGAGEMENT:
NEP 2020 VISION"**

Funded by UNIVERSITY OF DELHI
Under the INSTITUTE OF EMINENCE
Organises

School Seminar

**on
"Understanding School Absenteeism
and Dropout"**

On June 28, 2022
3 p.m. onwards at

**DELHI SCHOOL OF SOCIAL WORKS
(Def. Soc. Wk. U.)**



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Title of the Research Project : Inter-state variations in Financial Inclusion: The Indian Evidence
Year : 2015-18
Funding Agency : University Grants Commission
Principal Investigator : Dr. Bhawna Rajput
Period of Project : 3 years
Total Grants Sanctioned : Rs.10,08,400/-

Financial inclusion enhances access of financial services and provides a positive impact on people's lives particularly poor people. Financial inclusion is an important aspect of inclusive and sustained economic growth. The improved and easy access of formal financial system helps to unlock the economic potential of the population. This study attempts to examine the status of financial inclusion and the impact of economic growth and other macro-economic variables on financial inclusion of India using annual time series data of 37 years and covers the period from 1980 to 2016. The study uses Vector Autoregressive (VAR) method consisting Johansen and Juselius multivariate approach of co integration, Vector Error Correction Model (VECM) in combination with innovation of accounting (Impulse Response Function (IRF), and Variance Decomposition (VDC)) to provide empirical evidence on short-term and long-term dynamic relationship between financial inclusion and economic growth. Further, the causal relationship between financial inclusion and economic growth in India for the sample period has been analyzed using Granger causality through co-integrated Vector Autoregression methods. The analysis was carried out using multidimensional financial inclusion index based on factors such as access to financial services, penetration of the financial services and the utilization of the services. The results of trace statistics of Johansen co-integrating equation indicate the existence of positive long-run equilibrium relationship between economic growth and measure of financial inclusion, inflation, and trade openness. The IRF and VDC analysis shows that financial inclusion has a significant positive impact on economic growth in the long-run meaning that inclusive financial system leads to higher economic growth. VECM Granger causality results indicate that financial inclusion causes economic growth in India. The causality runs from financial inclusion to economic growth, i.e., the supply leading hypothesis is predominant in India. Financial inclusion and institutional financial reforms should be enhanced in order to promote economic growth process in India.

The study contributed to a growing literature examining household finance and, especially, the borrowing and saving decisions of poor households. The study provided the latest estimates of the poor are excluded from formal financial systems in India region-wise, state-wise, district-wise and for the country as a whole and the socio-economic factor for the state-level variations. The study provided the benchmark for measuring the level of financial inclusion and explores state-level variation in financial inclusion. The user-side and supply-side data set of indicators that measure degree of financial inclusion is provided in the study. The study also analyzed the barriers to financial inclusion and documented the relationship between subjective and objective barriers to access. An attempt has also been made to provide the examples of public and private sector led initiatives in this realm with specific reference to the e-financial inclusion initiatives.

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हिन्दी रंगमंच के विकास में महिलाओं का योगदान

(विश्वविद्यालय अनुदान आयोग की बृहद शोध परियोजना)

(vide UGC letter No./ FD Diary No. 3756, Dated 18/09/2015,

F. No. -5-170/2014 (HRP)

Date of Completion 31/7/2018

Principal Investigator: Dr. Asha

प्रस्तुत परियोजना-कार्य में हिन्दी रंगमंच में योगदान देने वाली महिलाओं के कार्य को रेखांकित करने का प्रयास रहा। शोध-कार्य के दौरान सामने आया कि तमाम आधुनिक नारों के बावजूद भारतीय समाज, विशेषतः हिन्दी पट्टी की संकुचित मानसिकता और जटिल परिस्थितियाँ स्त्रियों को रंगकर्म करने से रोकती है, परिवार और समाज का सहयोग न मिलने से स्थिति और अधिक विकट हो जाती है, जिससे महिलाओं की रंग-प्रतिभा दब जाती है। इन सब समस्याओं के बावजूद पिछले कुछेक दशकों में उत्साही महिलाओं रंगकर्म में सक्रियता बढ़ी है। परियोजना-कार्य से यह तथ्य भी उभरकर सामने आया कि हिन्दी रंगमंच में सक्रिय महिला रंगकर्मियों की संख्या की दृष्टि से पहला स्थान दिल्ली का है। जिसका मुख्य कारण यहाँ राष्ट्रीय नाट्य विद्यालय का होना है। रानावि से स्नातक कर लेने के बाद बहुत सारी महिला रंगकर्मी दिल्ली में ही रंग-गतिविधियों में सक्रिय हो जाती हैं। कुछ अपने-अपने प्रदेशों में जाकर भी काम करती हैं। कोलकाता, मुम्बई, भोपाल जैसे शहरों में सक्रिय महिला निर्देशकों और अभिनेत्रियों की संख्या उत्साहजनक है। महिला रंगकर्मियों विशेषतः अभिनेत्रियों से बातचीत के दौरान यह बात भी उभरकर सामने आयी कि वे अवसर मिलने पर रंगमंच के साथ सिनेमा और टेलीविजन की दुनिया में अभिनय करने से गुरेज़ नहीं करतीं। संख्या की दृष्टि से नाट्य-लेखन की अपेक्षा निर्देशन और अभिनय के क्षेत्र में महिलाएँ अधिक सक्रिय हैं। परिधान-प्रकाश-ध्वनि-सेट-परिकल्पना में महिला रंगकर्मी उल्लेखनीय कार्य कर रही हैं। इस प्रकार प्रस्तुत परियोजना-कार्य में हिन्दी रंगमंच में सक्रिय महिला रंगकर्मियों के अवदान को एक स्थान पर एकत्रित करने का प्रयास किया गया।

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