

Two best practices successfully implemented by the Institution

Best Practice 1:

Title of the Practice:

"Use of Street Play and Role Play as part of community outreach programs in Social Work".

Objectives:

- To give proper guidance based on Social Work practice to develop rapport with the local community and work with them.
- To enhance student networking and collaboration with other NGOs or Welfare agencies.
- To encourage a 'sense of Social Responsibility' among the students.
- To sensitize students about burning social issues like distressed women and children, the elderly and their welfare, and the welfare of disadvantaged communities.
- To develop understanding of social issues and to inculcate skills in students.

The Context:

The objective of initiating the practice was to give proper guidance to our social work students to organise or conduct community outreach programmes in order to advance social justice through mutually transformative community-university partnerships. The outreach programmes give young people a chance to meet the community and is often the first step to access help. People in trouble can be supported and put in touch with the services they need. This practice has successfully served the local community directly through organization of activities, consultation and resource mobilization at local levels. The group presenting street plays collected strong and live audiences with its gripping narratives. The role playing exposed students to different viewpoints or ways of thinking about a situation, and expanded their ability to resolve situations, and provided experience within a given context. Both these programmes have contributed to community awareness and understanding of health issues and enabled the public to participate in the programme.

The Practice:

Through the community outreach programs which include street plays, psychodrama and role-play, Social Work students make contact and connections with people living in the nearby villages.

The outreach we make with the community at the grassroots is vital. It is a key part of what we do at local level. There has been a long history of poor living conditions, illiteracy and ill health in the neighbourhood. Community activity is part of 'civic responsibility'. It is about doing things in our community because we want to give back to our communities, or help others, rather than because we have to, by law.

In order to understand how community programs for locals may incorporate features of settings, it is first useful to understand the diverse nature of these programs. The characterization of community programs for people is complicated. The scope of these programs is vast. In addition, the variety of terms used to describe the programs varies. At the most basic level, "these programs are semi-structured processes, most often led by adults and designed to address specific goals and youth outcomes. This category incorporates a range of programs from those that are highly structured, often in the form of curriculum with step-by-step guidelines, to those that may have a looser structure". They may be called after-school programs, youth programs, youth activities, community programs, extracurricular activities, or programs during out-of school time.

The field practicum gives students the opportunity to take on professional roles in order to learn skills, render services and participate in the provision and development of social work service. The hands-on experience reinforces the student's identification with the purpose, values and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence.

Evidence of Success:

Community activities give students the chance to apply the skills they already have. Volunteer work and community activities are also great opportunities to show initiative and develop skills to get a suitable job. Being able to manage free time while balancing leisure, work and study is an important life skill. Being part of community activities could motivate students to be more organised and start to manage their personal time well.

Community outreach programs that focus on supportive relationships provide settings in which the community people feel a strong sense of warmth, closeness, caring, support, and get guidance from leaders. These programs provide opportunities to expose young people to caring adults who challenge and encourage them to participate in positive experiences, and respect their opinions. Youth respondents to the community impact survey indicated that they desire and require guidance from adults. The best practice also has a positive impact on academic abilities and brings about attitudinal changes among Social Work students.

Problems Encountered and Resources Required:

While designing this practice,

- Some reserved and diffident students were initially hesitant to cross their academic borders affecting the successful conduct of awareness programmes.
- Organizing various programmes during working hours, sometimes, has led to dilution/less attention to class work.
- Implementation of the annual plan and its monitoring has become a tough task in view of tight academic schedules.
- Lack of co-operation from locals is also an issue in some localities besides local political undercurrents.



Best Practices 2:

Title of the Practice:

“Reaching Out: Strengthening the Life of Specially Abled Students”.

Objectives of the Practice:

The objective of the practice is to initiate the specially abled students of the Mangalore University region into sports and physical education activities. These students will be required to perform physical activities and to participate in competitive sports to a great extent once they enter the play field. Sports programs of the Department of Physical Education help a great deal to improve the lifestyle of children with special needs: they increase competency in gross motor skills, help to control obesity, improve self-esteem and social skills, encourage an active lifestyle, and maintain motivation in various areas of life.

The Context:

Mangalore University has made its mark in both national and international level sportscharts. The sportspersons of Mangalore University have brought laurels to the University and their participation at international level has boosted the morale of our students. The special arrangements for differently abled students across the districts has encouraged Mangalore University to accommodate and provide an excellent sports program for specially abled students representing various special schools in the Mangalore University region. Since many individuals with disabilities are not aware of adaptive sports programs, there is a need for introductory programs that expose young individuals with disabilities to various sports activities, which can benefit them physically and emotionally, and help them understand that participating in physical activity improves their health and wellbeing. The Department of Physical Education has introduced sports activities for individuals with disabilities to foster new experience and self growth.

The Practice:

Over the years Mangalore University has emerged as a well-known university with the advantage of many elite colleges affiliated to it. It has nurtured a number of best practices to grow as an educational institution recognised at the national and international level. Mangalore University has achieved several remarkable positions even in the Sports arena. Over the years, the University has invested both time and resources to make its sports activities reach every student, and thus encourage every sportsperson to excel in both academics and sports. This practice is an attempt to make sports not as a hobby, but integral to life. Mangalore University has been in the forefront to encourage

students in general and differently abled students in particular. With its new Sports Policy, very unique and one of its kind, Mangalore university has crossed a milestone in producing competent sportspersons as well as widely spreading the importance of integrating sports activity in the education system.

Sport is now becoming more common in medical treatment, complementary to conventional physical treatment methods. Workout methods programmed in accordance with disability and age of specially abled children contribute to their social adaptation and psychological well-being. Doing sport or participation in sporting activities decreases loneliness levels of special children and so, special children should be encouraged more to participate in sports activities. Additionally, independent movement skills can be developed among special children through sports. Therefore they should participate in sports activities more frequently. Parents of special children are also encouraged during sports programs to facilitate their children's participation in sports. Additionally, separate sports activities are organized for special children during Mangalore University inter-collegiate sports activities in order to increase their motivation and adaptation to society. Among the long-term objectives of activities for children who need special education are developing a positive sense of self, social competence, motor skills, physical and motor fitness, free-time skills, game skills and creative expressions, and elimination of anxiety. Sports programs are organized, especially considering the disabilities of children. Sports education is thus a necessary and important educational method for special children.

Special Evidence of Success:

Sports activities are the mainstay to keep fit and for maintenance of health for all people with and without disability. Clear evidence exists on the benefits of sports/physical education among various populations with physical disabilities. However, the potential benefits of organized sports for people with physical disabilities are not as well explored. The current evidence regarding the impact of organized sports on activity, participation, and quality of life in people with physical disabilities of all ages has been notable. The facilitators of and barriers to participation in sports for this population are identified and necessary arrangements to overcome them have been made.

Five hundred and seventy six special students have participated in the sports activities during this academic year i.e., 2018-19. All the participants enjoyed the activities and the teachers of concerned schools appreciated the efforts of the Department of Physical Education, Mangalore University in this respect.

Problems Encountered and Resources Required:

While designing this practice,

1. Shortage of trainers specialized in dealing with the differently abled.
2. Mass support is yet to be received from all sides.
3. Peer group socialization is yet to be achieved.

The significance of physical activity is widely recognized among the individuals belonging to various categories and backgrounds. Quality physical activity is a must for everybody to develop and advance in today's fitness driven world. Most of the current physical activities are oriented towards the use of total body parts. Hence, individuals, who are physically disabled, experience various challenges when acquiring the skills needed for such activity. These can be resolved by the use of technologies, materials, devices and equipment. The availability of human assistance in making them understand the concepts and partake in such activity is vital as for instance, the challenges experienced by teachers working with visually impaired students or aurally challenged students.

