

Achievement of the Students
2019-2020

Name	Achievement
Ahwini Gaikwad	Qualified NET

Achievement of the Teachers

Name	Details of Activity	Conf/Sem/WS	Topic	Organizer	Level	Date
Dr Priti Pohekar	Resource Person	Workshop on Syllabus	Framing Syllabus	Smt. Sushiladevi Deshmukh Senior College, Latur	University	06/08/2019
Dr Priti Pohekar	Mentor	...	Yuva Sansad	District Sports Authority	District	30/09/2019
C. D. Bansode	Participation	Workshop on Syllabus	...	Smt. Sushiladevi Deshmukh Senior College, Latur	University	06/08/2019
Dr Priti Pohekar	Resource Person	Workshop on Research Methodology	Research Design Constructing Questionnaire	Late Narayan Meghaji Lokhande Institute of Labour Studies	State	01/01/2020
Dr Priti Pohekar	Participation	Digital Literacy Programme	--	MSCW & RSML	Regional	17/12/2019
Dr Priti Pohekar	Resource Person	Dr. BAMU, Aurangabad	Disaster Management	Dept of Pub Admin	University	23/01/2020

Dr Priti Pohekar	Resource Person	Dr. BAMU, Aurangabad	Problems in Public Admin Research	Dept of Pub Admin	University	24/01/2020
Dr Priti Pohekar	Resource Person	Marathwada Vikas Prashasan Prabodhini, Aurangabad	Role of Talathi in Disaster Management	Marathwada Vikas Prashasan Prabodhini, Aurangabad	State	24/01/2020
Dr Priti Pohekar	Resource Person	One Week Multi-disciplinary National Webinar	Role of Local Bodies and Citizen in Disaster Management	Shri Yoganand Swami Arts College, Wasmat	National	25/05/2020

Research project

Sr. No.	Name of faculty	Title of Research Project	Sanctioned Amount (Rs.)	Sponsoring Agency
2	Dr. Priti Pohekar	Soft Skills & Its Training for Good Administration & Administrators	1,01,000	S RT M University, Aurangabad

Publications

a) Research Articles

Title of Paper	Authors	Journal	Vol. No	Year	Impact Factor	ISSN / ISBN	Level
Soft Skills: Are They Existed In Public Administration?	Priti Pohekar	Paripex-Indian Journal of Research	Vol.8 Issue 9	10 September, 2019	5.761	ISSN 2250-1991	National
Divyangjan Rescue and Safety in Disaster	Priti Pohekar	Journal of Emerging Technologies and Innovative Research	Vol 6 Issue 6	5 June 2019	5.87	ISSN-2349-5162	International

b) Books published by faculty

Name of Author	Title of Book	Publisher
Priti Pohekar	□□□□□□□ □□□□□ □□□□□□□□□□ □□□□□□□□	Sagebhasha Publications, New Delhi

c) Chapter in Edited Book

Name of Author	Title of Book	Title of Article	Publisher
Priti Pohekar	Re-engineering Grass root Governance	Training: Empowerment and Continuation of Women Political Leaders: Its Future	NavVishnu Publications, Navi Mumbai



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University Grants Commission
एन-एचएन विज्ञान



NATIONAL ELIGIBILITY TEST FOR ASSISTANT PROFESSOR

NTA Ref. No: 190510047877

Roll No: MR15501253



Certified that **GAIKWAD ASHWINEE DAYANAND**

Son/Daughter of **DUSHYANTA**

and **DAYANAND**

has qualified

the UGC-NET for eligibility for Assistant Professor held on 21st June, 2019 in the subject
PUBLIC ADMINISTRATION

As per information provided by the candidate, he/she had completed/appeared or was pursuing his/her Master's degree or equivalent examination at the time of applying for UGC-NET

The date of eligibility for Assistant Professor is the date of declaration of UGC-NET result, i.e., 12th July, 2019, or the date of completion of Master's degree or equivalent examination with required percentage of marks within two years from the date of declaration of UGC-NET result, i.e. by 11th July, 2021, whichever is later.

This is an electronic certificate only, its authenticity and category in which the candidate had appeared should be verified from National Testing Agency (NTA) by the institution/appointing authority. This electronic certificate can also be verified by scanning the QR Code.

The validity of this electronic certificate is forever.

Date of issue: 29.11.2019

Vaishankar

Senior Director, NTA

Note: NTA has issued the electronic certificate on the basis of information provided by the candidate in his/her online Application Form. The appointing authority should verify the original records/certificates of the candidate while considering him/her for appointment, as the NTA will not be liable for any false information provided by the candidate. The NTA is only responsible for the result which can be verified from the repository available in the website of NTA (ugcnet.nta.nic.in). The candidate must fulfil the minimum eligibility conditions for NET as laid down in the notification for UGC-NET.

विद्यापीठ कॉलेज कोड : ३०७
ईमेल : sds.college@yahoo.in
कनिष्ठ महा.कोड : J-62.01.011

फोन नं.(०२३८२) का.-२२९५२४
नि.-२२५७९२

मांजरा चॅरिटेबल ट्रस्टद्वारा संचालित,

श्रीमती सुशीलादेवी देशमुख महाविद्यालय, लातूर
(कनिष्ठ व वरिष्ठ)

नॅक द्वारा पुनर्मुल्यांकन दर्जा B++ (C.G.P.A. 2.80)

ISO9001:2015 मानांकन प्राप्त

(संलग्नित : स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड)

मा.दिलीपरावजी देशमुख

अध्यक्ष

डॉ.अजय पाटील

प्राचार्य

जा.क्र. श्रीसुदेवमला/2019-2020/140

दि. 06.08.2019

आभार-पत्र


प्रति,

श्री/प्रा./डॉ.

प्रिती पोहेकर
राजेशी शाहू महाविद्यालय,
लातूर.

स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ आणि श्रीमती सुशीलादेवी देशमुख वरिष्ठ महाविद्यालय, लातूर यांच्या संयुक्त विद्यमाने आयोजित लोकप्रशासन विषयाच्या कार्यशाळेसाठी दि. 06 ऑगस्ट 2019 रोजी आपण उपस्थित राहून मार्गदर्शन केलात. त्याबद्दल आम्ही आपले आभारी आहोत.

प्राचार्य.


प्राचार्य
श्रीमती सुशीलादेवी देशमुख
वरिष्ठ महाविद्यालय, लातूर

महाराष्ट्र शासन

जिल्हा क्रीडा अधिकारी कार्यालय,

जिल्हा क्रीडा संकुल, औसा रोड, लातूर

ईमेल :- dsolatur@rediffmail.com

दुरध्वनी क्र. 02382-254794

जाक्र.जिक्रीअ/युवासंसद/2019-20/का-5
प्रति,

दिनांक :- 30.09.2019

मा. डॉ. प्रिती पोहेकर,
लोकप्रशासन विभाग प्रमुख
राजर्षी शाहू महाविद्यालय, लातूर

विषय :- "युवा जागर-महाराष्ट्रावर बोलू काही" जिल्हास्तर युवा संसदेचे

आभारपत्र बाबत

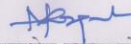
संदर्भ :- 1. शालेय शिक्षण व क्रीडा विभाग शा.नि.क्र.युकयो.2019/प्रक्र.211/क्रीयुमे-3दि.24.7.2019

संदर्भित शासन निर्णयान्वये युवांच्या सुप्त गुणांना वाव देऊन त्यांच्या असलेल्या नेतृत्व गुणांचा विकास होणेकामी तसेच सामाजिक कार्यासाठी युवांना प्रोत्साहित करून देशाच्या निर्माणामध्ये त्यांचा सहभाग वाढविणेसाठी त्यांचे विचार व अपेक्षा जाणून घेणेसाठी शासनाने "युवा जागर- महाराष्ट्रावर बोलू काही" या टॅगलाईनच्या आधारे राज्यात कनिष्ठ महाविद्यालयस्तर, गट / तालुकास्तर, जिल्हास्तर व राज्यस्तर या क्रमाने वक्तृत्व स्पर्धेचे व युवा संसद या कार्यक्रमाचे आयोजन करण्यात आलेले होते.

"जिल्हास्तर युवा संसद" कार्यक्रमाच्या आयोजनाकरिता आपले मोलाचे सहकार्य लाभले त्याबद्दल आपले हार्दिक

आभार !!!




(महादेव कमगावडे)
जिल्हा क्रीडा अधिकारी
लातूर



Smt. Sushiladevi Deshmukh Sr. College

Manjara Charitable Trust's

Khadgaon Road, Latur

One Day Workshop on

"B.A. First Year CBCS Pattern Curriculum"


Sponsored by : Swami Ramanand Teerth Marathwada University, Nanded
&

Organized by : Department of Public Administration



Certificate

This is to certify that, Bernsode Chandramani Digambar
From Rajarshi Shahu Maharajwadeya, Latur has attended the workshop
on "B.A. First Year CBCS Pattern Curriculum" organized by Department of Public Administration
on 06 August 2019.


Dr. U.L. Ingale
(Chairman of BOS)


Dr. Ajay Patil
(Principal / Convener)



**LATE NARAYAN MEGHAJI LOKHANDE
MAHARASHTRA INSTITUTE OF LABOUR STUDIES**

(Government of Maharashtra)

D. C. Road, Parel, Mumbai- 400 012

Tel.- 022- 24125332/24123035, Email id:- mils@mtnl.net.in

Date: 01/01/2020

To,
Dr. (Mrs) P.D. Pohekar
Prof. & Head
Dept. of Public Administration, R. S. College, Latur

Sub. : Training programme on 'Research Methods in Labour Studies'

Respected Sir,

I am very much thankful for delivering sessions in the training programme on 'Designing of Research and Constructing a Questionnaire' on 01st January, 2020 between 02.00 p.m. to 05.15 p.m.'.

This training programme was organized in collaboration with V.V. Giri National Labour Institute, Noida.

I am sure that your guidance will go a long way in moulding their careers in the field of research.

Once again, I am thankful to you for your valuable guidance.

With regards.

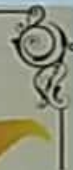
Your faithfully,

(Dr. P. M. Kadukar)

Late Narayan Meghaji Lokhande-
Maharashtra Institute of Labour Studies,
(Government of Maharashtra)
D. C. Road, Parel, Mumbai - 400 012

. Programme Co-ordinator





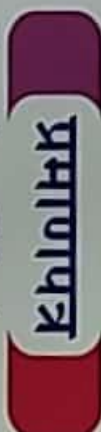
शिव छत्रपती शिक्षण संस्था, लातूर व्दारा संचालित



॥ वाचं धेनुमुपासीत ॥

राजर्षी शाहू महाविद्यालय (स्वायत्त), लातूर आणि महाराष्ट्र राज्य महिला आयोग, मुंबई

यांच्या संयुक्त विद्यमाने आयोजित
एक दिवसीय कार्यशाळा



श्रीमती/सौ./कु. Priyanti Phekare

आपण मंगळवार, दि. १७ डिसेंबर २०१९ रोजी, राजर्षी शाहू महाविद्यालय, लातूर येथे आयोजित केलेल्या
डिजिटल साक्षरता कार्यशाळेत सक्रिय सहभाग नोंदविल्याबद्दल आपणास प्रमाणपत्र प्रदान करण्यात येत आहे.

समन्वयक

डॉ. रेणुका लोंढे

विभागप्रमुख, संगणकशास्त्र विभाग
राजर्षी शाहू महाविद्यालय, लातूर

संयोजक

डॉ. महाराज गव्हाणे

प्राचार्य

राजर्षी शाहू महाविद्यालय, लातूर



Shri.Youganand Swami College.

Basmat Dist.Hingoli. 431512

Zoom
Online

WEBINAR-2020

21/05/2020 To 27/05/2020

Organised by

Principal

Dr.Nagnath Patil

(Shri.Y.S.College Basmat.)

IQAC Co.Ordinator

Dr.Varsha Zanvar.

(Shri.Y.S.College Basmat)

Dr. Balasaheb Bhingole

Dept.Of Public Administration

(Shri.Y.S.College Basmat.)

Dr. Priti Pohekar

(Rajarshi Shahu College Latur)



Date: 25/05/2020 Time. 02:30 to 03:30 pm

Topic....

**Role Of Local Bodies & Citizen
in Disaster Management.**



Jai Bhavani Shikshan Prasarak Mandal's Basmath
Shri Yoganand Swami Arts College

Jawala Khandarban Road, Basmath Dist Hingoli -431512

Email-ID yoganandswami97@gmail.com

President
Dr. Jaiprakashji Mundada
(Ex. Co-Operative Minister)

principal
Dr. N. R. Patil
(M.A.Ph.D.) Mob. 9422187968

Affiliated to S.R.T.M. University Nanded & Accredited with "B" grade by NAAC

Date: 27th May 2020

Appreciation Letter

To,

Dr. Priti Pohekar,

Rajarshi Shahu College,

Latur.

Respected Sir/Madam,

We would like to take this opportunity to express our heartfull thanks to you for your valuable contribution as a **Resource Person** in the Multi-disciplinary One Week National Webinar organized by IQAC during 21st May to 27th May 2020. In this webinar you delivered a lecture on '**Role of Local Bodies and Citizen in Disaster Manangement**' through Zoom App on 25th May 2020. It is well prepared session & very much useful to researcher & knowledge seekers.

Once again, we extend our thanks on behalf of our college and IQAC for making the webinar session successful and hope to get your support in future as well.

Dr. V. S. Zanvar
Coordinator

Dr. N. R. Patil
Principal



Jai Bhavani Shikshan Prasarak Mandal, Basmath
Shri Yoganand Swami Arts College, Basmath

Dist. Hingoli 431512 (Maharashtra)

Affiliated to Swami Ramanand Teerth Marathwada University, Nanded



Multidisciplinary One Week National Webinar Organized by IQAC

21st May to 27th May 2020

CERTIFICATE OF APPRECIATION

This is certify that, **Dr. Priti Pohekar, Rajarshi Shahu College, Latur** had delivered lecture as **Resource Person** on date **25th May 2020** and covered the topic '**Role of Local Bodies and Citizen in Disaster Management**' in One Week Multidisciplinary National Webinar on Zoom app from 21st May to 27 May 2020 organized by IQAC, Shri Yoganand Swami Arts College, Basmath. This Webinar has been conducted on Zoom Cloud based platform.

Dr. Varsha Zanvar
IQAC Coordinator

Dr. Nagnath Patil
Principal

Dr. Jayprakashji Mundada
Preseident



॥ सा विद्या या विमुक्तये ॥
स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड
 "ज्ञानतीर्थ" परिसर, विष्णुपुरी, नांदेड - ४३१६०६ (महाराष्ट्र)
SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY NANDED
 "Dnyanteerth", Vishnupuri, Nanded - 431606 Maharashtra State (INDIA)
 Established on 17th September 1994 - Recognized by the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'A' Grade

ACADEMIC PLANNING & DEVELOPMENT SECTION

Phone: (02462) 229242 Fax: (02462) 229574

website: srtmun.ac.in e-mail: apds.srtmun@gmail.com

APDS/Uni-MRP/Humanities- Pub.Adm./2017-18/

March 20, 2018

To,
Dr. P. D. Pohekar, Assist. Prof.
 Rajarshi Shahu Mahavidyalaya, Latur.

Sub: Minor Research Project of S.R.T.M.Uni.Nanded- release of first installment.

Dear Madam,

This is inform you that, Hon'ble Vice-Chancellor has approved Minor Research Project entitled "Soft skills and it's training for good administration and Administrator: A study of Latur District Administration" in the subject **Public Administration** under the faculty of **Humanities** to be undertaken by you. The financial assistance of the University would be limited to **Rs.101000/-** (Rupees One Lakh One thousand only) for the project for a period of two years, subject to the conditions given below. An amount of **Rs.78000/-** (Rupees Seventy Eight thousand only) is to be released as the first installment on submission of undertaking certificate.

Sr. No	Purpose	Amount Sanctioned Rs.	Amount being released as 1 st installment Rs.
	Non Recurring		100%
01	Books & Journals	20000	20000
02	Equipments (Software)	35000	35000
	Recurring		50%
03	Field work & Travel	25000	12500
04	Contingency (including special needs)	11000	5500
05	Other (Hiring Services)	10000	5000
	Total	101000	78000

The grant is subject to the terms & conditions as mentioned below.

1. A certificate of Undertaking of the conditions governing the research project should be sent immediately to this office.
2. Utilization Certificate and detail report should be submitted time to time.
3. The proposed work will be evaluated Mid-termly and if satisfactory second installment will be released, failing which final installment will not be disbursed & the P.I. has to return the 1st installment with interest.
4. Date of implementation will be the date of sanctioned letter as mentioned in earlier letter.
5. P.I. has to submit the final Utilization Certificate and detail project report duly signed by Director and C.A. with publication within one month after completion of project. The research paper should be published in UGC recognized Journal/Peer reviewed Journal. The copy of the published paper/ acceptance letter/communicated paper must be attached with final report.
6. Every correspondence regarding this scheme should be done through the Principal of the college.
7. You have to submit revised proposal based on comments given by expert.
8. All Pro-forma (Undertaking, U.C., Statement of Expenditure, Field work, Annual/final report etc.) is available on University website www.srtmun.ac.in. These proforma should be submitted in duplicate for office use.

Dy. Registrar

Academic Planning & Development Section

Encl: Undertaking certificate

Copy to: 1. The Principal, Rajarshi Shahu Mahavidyalaya, Latur.

2. The Finance & Account Officer, this University.

Certificate of Publication



PRINT ISSN No: 2250-1991

This is to certify that

Mr./Mrs./Ms./Prof./Dr. **Priti Diliprao Pohekar**

has contributed a paper as author/ Co-author to

PARIPEX- INDIAN JOURNAL OF RESEARCH

A Peer Reviewed, Referred, Referred & Indexed International Journal

Title "Soft Skills: Are They Existed In Public Administration?"

and has got published in volume Issue **09** **SEPTEMBER-2019**

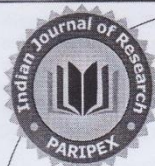
The Editor in Chief & The Editorial Board appreciate the Intellectual Contribution of the author/co-author

Executive Editor

Editor in Chief

Member, Editorial Board





ORIGINAL RESEARCH PAPER

Management

SOFT SKILLS: ARE THEY EXISTED IN PUBLIC ADMINISTRATION?

KEY WORDS: Soft skill, Hard Skill, Public Administration, communication skill

Dr. Priti Diliprao Pohekar

Associate Professor, Department of Public Administration, Rajarshi Shahu Mahavidyalaya, Latur-Maharashtra

ABSTRACT

Soft skills are different then hard skills. Hard skills are visible, accessible; soft skills are difficult to acquire,, difficult to adapt. Few skills could incorporative where as few are not. Corporate sector is more polished due to practicing soft skills. In corporate and private sector, training is given soft skills like stress management, time management, anger control are trainable but few skills as team work, conflict resolution, communication skills are depended o one's quality for particularly that skill. In government sector there is hardly any soft skill used purposely. In fact if soft skills will be practices, administration could transform in good administration. In Indian administration, no soft skill is experienced. If it will be used public administration will become more polished, transparent, speedy and more citizen-centric.

Introduction

The corporate sector is more polished than government sector in terms of attitude, communication, manners and etiquettes. Corporations always foster their employee to reach newer levels of personal excellence. The employers are aware of that the high-quality work force makes direct difference to the company's production, finance and competitiveness. At the other side employees also grab the chance for self-improvement and bright career. Corporate sector has a prolonged history of development of human resource and employee skills. It is the preferred career by many youngsters not because corporations are perceived to be good paymasters, but also because they are thought of as very fair places, which recognize and reward employee excellence. Comparatively in government sector polished personality in India is not much preferred in terms of attitude, communication, manners and etiquettes, where as a government servant requires to acquire minimum soft skills like time management, control on anger, communication skill while dealing to a common man. Unfortunately, in government sector in India the thought is not much considered. Though public administration is citizen-centric, do not assume people-oriented skills. There is a huge lacuna of service-orientation of administration in India. Obviously, state roles back behind the market. This paper discusses on the same issue.

Research Methodology

Interview and observation method is used in this study. The author of this paper has interviewed to 10 administrative officers about their skills; and the result is there is no any systematic or formal training. Also she has talked with 100 visitors of these officers which conclude that absence of soft skills among officers causes issues like delays, red-tapism, favoritism, non-responsiveness in administrative system.

What and how are Soft Skills?

Soft skills are those skills over and above the technical knowledge and expertise in the chosen field-required for an individual to relate to and survive and succeed in his or her environment. (Gopalswamy Ramesh and Mahadevann Ramesh) Soft skills are important for personal, academic and professional success. The skills which are not visible but are inherited in every person are called soft skills. A person can acquire specific professional skills in schools, colleges, educational institutes but soft skills are not taught. Soft skills are combination of various things such as outer personality, inner soul, speaking, way of thinking, command of language etc...it is un-ended. It is varied person to person, culture to culture, time to time and situation to situation. Soft skills are un-quantifiable; e.g. good listener-there is no any measurement how much good the listener should be. It is not numeric. Soft skills are subjective. As it is varied could not spell out in a word or objectively. 'Good' and 'bad' are very

vast words. How much a thing might be good is not answerable. Soft Skills Quotient (SSQ) is not numeric.

Which skills are soft skills?

Following are the soft skills those are basic administrative skills:

- 1) Attitude
- 2) Communication
- 3) Good Manners
- 4) Etiquettes
- 5) Speaking
- 6) Way of thinking
- 7) Command on language
- 8) Team Work
- 9) Time Management
- 10) Stress Control
- 11) Control on Anger
- 12) Conflict Resolution
- 13) Listening Ability
- 14) Willingness to take ownership
- 15) Adaptability
- 16) Commitment
- 17) Trustworthiness
- 18) Accountability
- 19) Desire to Advance
- 20) Initiatives
- 21) Relationship Building

These skills are adaptable. Civil service maintains high level of professionalism. Professional development is the process by which a person maintains the quality and relevance of professional services throughout his/her working life. (Bharadwaj Mohan) Professional skills could be developed through these soft skills. If well done, training in these basic administrative skills should develop executive abilities more surely and more rapidly than through unorganized experience.

Soft skills and administrators

Our world is witnessing a major change in communication patterns with expanding social spheres, openness in communication and professionals working in multilateral environments. It is crucial therefore that India's workforce remains world class, through re-training and continuous improvement, to remain competent, competitive and successful. (Ramesh Gopalswamy, Ramesh Mahadevan) Communication skills and soft skills are essential to everyone to interact efficiently and effectively with various people in various situations. (Kumar Suresh, Sreehari, Savithri) In a multi-dimensional country like India every day civil servant deals with hundreds of issues of hundreds of persons. People are illiterate or not knowledgeable and aware of official procedures. When they appear in any government office,

they experience ill-treatment. It causes a huge gap between administration and common man. At the other hand administering has become much complicated, hard and challenging. Basically public administration is the national service. Off course, to keep balance between people and system, exercising soft skills is necessary for civil servant.

According to Peter Drucker, professionals in the 21st century must be workers who manage themselves using 'soft skills' to relate to others in workplace. A good administrator must possess good qualities and skills. The skill conception of administration suggests that we may hope to improvise our administrative effectiveness and to develop better administrators for the future. This skill conception implies learning by doing. Different people learn in different ways, but skills are developed through practice and through relating learning to one's own personal experience and background. In private or corporate sector, formal training is given though soft skills are very informal in nature. Through development of soft skills it is tried to turn an employee as per that particular organization wants him/her to be. Also working capacity, ability and power of an employee is increased through training for soft skills. In government sector such type of training is not given. Not in any training institute or in any syllabus soft skill is included. If one wants to stop State's rolling back practicing soft skills is necessary.

For example, we will look upon a skill of team working. In recent times, there has been paradigm shift in the concept of administering. Administration has become more citizen-centric. There is a shift from technical perspective to sensitive perspective. While we talk about team work, administrator must know the basics of team intelligence, team's vision, mission and goals, cultivation of relationship in the team, networking, and team issues. The leader plays a role of glue that binds the team. Once the leader starts cherishing team his/her importance in organization grows automatically. It makes easy to achieve the goals for whole team. Any administrative department suffers by the problems such as senior-junior position, generalist-specialist position. Ego is a great hurdle in government departments. It makes difficult to accomplish the goals; in this situation all the officers and personnel needs training how to work in a team. Team management could be achieved through training but there is no any module in trainings which inculcate the mannerism to work in a team. Team can achieve target very fast than individual can, Group working can eliminate faults in job. It is always supportive to the pre-decided goal achievement.

To Sum up

According to Luthur Gulick, administration involves the determination of major policy, the development and adoption of specific programmes, creation of the organization, provision of personnel, authorization of finances, administrative supervision, coordination and control of activities; and the audit and review of result. (Gulick Luthur, 181-183) It is a set of multi-activities that obliges a set of qualities. Only hard skill is not enough to work. In fact, hard skill is necessary to enter in service; once entered one needs to possess soft skills in routine work. Soft skills are a demand of daily work. Possessing soft skills will increase working speed, transparency and healthiness in administration. It will bring good governance in Indian systems.

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Published in Volume 6 Issue 6 , June 2019 | Date of Publication: 2019-06-05

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Divyangjan Rescue and Safety in Disaster

Dr. Priti Diliprao Pohekar,

Associate Professor & Head,
Dept of Public Administration,
Rajarshi Shahu Mahavidyalaya,
Latur-Maharashtra.

Introduction:

Disability itself is a hurdle in living and surviving. In the developed countries situation is better than the developing or under-developed countries. Vulnerable is always a victim of the situations. An attitude towards disability is very unfair in the developing and undeveloped countries. There is a huge gap and discrimination about the disable person which starts from access to daily needs and services and continues up to education, job and earning facilities even though the governments have many more policies and efforts undertaken for mainstreaming the vulnerable. Discrimination in accessing human rights is experienced very commonly.

It is not that no any government is keen on disability related issues. Many acts and policies try to include in developmental plan and policies for disability. But it is observed that disabilities are often excluded from emergency planning and programming by the governments. Narendra Modi, Prime Minister of India has coined a word 'Divyang' for disable person.

About inclusion of disabled person in disaster management efforts, the Disaster Management Act, 2005 is silent. National Disaster Management Policy, 2009 and National Disaster Management Plan, 2016 have made provisions for rescue of disabled person, but rescue and relief is not adequate in disaster management. The concept of disaster management has a paradigm shift from the erstwhile relief-centric response to a proactive prevention, mitigation and preparedness-driven approach for conserving developmental gains and to minimize loss of life, livelihood and property.¹ It has phases of mitigation-prevention and risk reduction, preparedness, response and recovery-immediate restoration to build-back better. According to Sendai Framework its priorities are, understanding disaster risk, strengthening disaster risk governance, investing in disaster risk reduction for resilience and enhancing disaster preparedness for effective response and to "Build Back Better" in recovery, rehabilitation and reconstruction.² The conceptual expansion of disaster management is inclusive and leads 'Leaving no man behind'. Inclusion of physically and mentally challenged persons in DRR is focused after 2013.

Disaster creates a new generation of survivors with physical, sensory and psychosocial impairments.³ When one person is killed in disaster, another three are injured or left with impairment. Aging and disability

are linked with each other, and many persons develop disabling conditions as they age including limited mobility, low vision, and hearing difficulties.

The UN Convention on Rights of Persons with Disabilities, 2008:

The Convention on the Rights of Persons with Disabilities (CRPD) is the first international human rights treaty that specifically addresses the rights and freedoms of persons with disabilities. The CRPD was adopted by the United Nations General Assembly in 2006. The CRPD promotes the idea of universal design and accessibility. Importantly, CRPD Article 11 states that the State Parties shall take, in accordance with their obligations under international law, all necessary measures to ensure the protection and safety of persons with disabilities in situations of risk, including situations of armed conflict, humanitarian emergencies and the occurrence of natural disasters.

UNISDR 2013 Survey on Living with Disabilities and Disasters, 2013

This is the first-ever global survey made of persons living with disabilities on how they cope with disasters. The results illustrated why they die, or are injured, in disproportionate numbers in disasters. It was conducted by UN. Respondents were 5,717 persons from all over the world. The most significant finding in the survey was that 85.57% of the respondents from 137 countries stated that they have not participated in community disaster management and risk reduction processes in their countries because they have been excluded from the decision making and planning of such processes. 72.20% of respondents said that they do not have a personal preparedness plan in the event of a disaster. Of the 29.29% of PWDs who do have a personal disaster preparedness plan, the most important stated element of that plan is support from family. 50.94% of respondents expressed a desire to participate in community disaster management and risk reduction processes.⁴ Yet only 14.29 % of respondents said that they are aware of a national disaster risk reduction plan in their countries.

Sendai Framework, 2015

The Third UN World Conference on Disaster Risk Reduction (WCDRR) 2015 held at Sendai, Japan incorporated recommendation on a disability-inclusive disaster risk reduction framework and its implementation. The Conference itself initiated its recommendation by availing facilities to the physically challenged persons to attend the sessions. The venue and conference sessions were accessible to both participants and speakers with disabilities in attendance. Sign language interpretation was available on demand for various sessions. Venues provided wheelchair accessible transportation. Documents were in accessible format and blind participants were provided machines that displayed documents in Braille. Most significantly, Thirty-four events addressed various issues related to disability whereas more than 200 persons with disabilities actively participated as delegates, speakers, panelists or contributors.⁹ People with disabilities presented their own expertise in disaster risk reduction. (DRR)

SDGs 2015-2030

In the agenda for Sustainable Development Goals, 2015-2030 persons with disabilities or disability are specifically mentioned eleven times and persons in vulnerable situations are specifically mentioned six times. But the document is not sufficient for inclusion of disabled persons in pre-disaster management.

Charter on Inclusion of Persons with Disabilities in Humanitarian Action, 2016

The 2016 World Humanitarian Summit endorsed a Charter on Inclusion of Persons with Disabilities in Humanitarian Action, which pledged to place people with disabilities at the centre of humanitarian response, and to ensure they receive protection and assistance without discrimination.⁵

Although the rights and needs of divyangjan in disasters are increasingly being addressed through policies, standards and guidelines, much more needs to be done to remove the barriers to their inclusion in disaster risk reduction (DRR) and response.

Research Methodology

This paper is based on qualitative method, 10 divyang persons are studied.

Conclusion:

Post-DRR efforts have a motto to include all and not to leave behind anyone from DRR. The documents are trying best; what happens at the field is a question. This study accordingly has undertaken to find out whether these efforts are adequate for capacity building of divyang. It concludes:

- 1) Divyang persons are not aware of act, policy or plan disaster management or aware of inclusion of disability in disaster management.
- 2) There is no preparedness plan to save lives of divyang in disastrous situation.
- 3) Divyang persons are not so far included in disaster management policy framing or planning.
- 4) There is provision of special disaster management training. Divyang person never thought of getting such type of training or feel that they are able to acquire such type of knowledge or training.
- 5) Divyang person is not preferred to evacuate in any hazardous condition. Their tutors and social media could play a significant role in giving them an alarm, is there trust.

Suggestions:

Inclusion of divyangjan in disaster management is a broad concept. In India there is a lack of adequate accessible infrastructure for inclusive policy.

- 1) Inclusion of Divyang in DM: DM policy, plan and machineries must think on absolute inclusion of divyang person. ☐
- 2) Auditing: All the governments must have accurate and comprehensive statistical data on divyangjan in their respective country. Mapping of vulnerability, marginalization, impoverishment be done to define evacuation routes and safe areas as per their requirement. The persons who are registered for census are able to get state assistance and welfare. Accordingly the rescue and evacuation resources could keep ready in particular disaster-prone area.

- 3) Training: For visual impaired person training manuals must transform in Braille language. For hearing impaired person training manuals must transform in sign language. For intellectually disable person training must be given to their tutors especially speech therapist so that they can teach every student as per his/her margin of disability.
- 4) NGOs and special schools: NGOs and special schools can play an important role in framing disaster policy and plan. Tutors in special schools must train for DM so that they could teach it to the special students as per required style and method.
- 5) Shelters and rescue camps: Shelters and rescue camps must accessible for divyang person. Minimum needs like medicine, health, food, clothes must accessible.
- 6) Participation and response: Divyang persons must come ahead to take training they must participate at their own.
- 8) Political support: A strong political willingness is needed for inclusive DM policy and plan along with its systematic implementation. Government must try for mainstreaming disability into all development programmes.
- 9) Media: The alarms and warning must be displayed in Braille as well as sign language.

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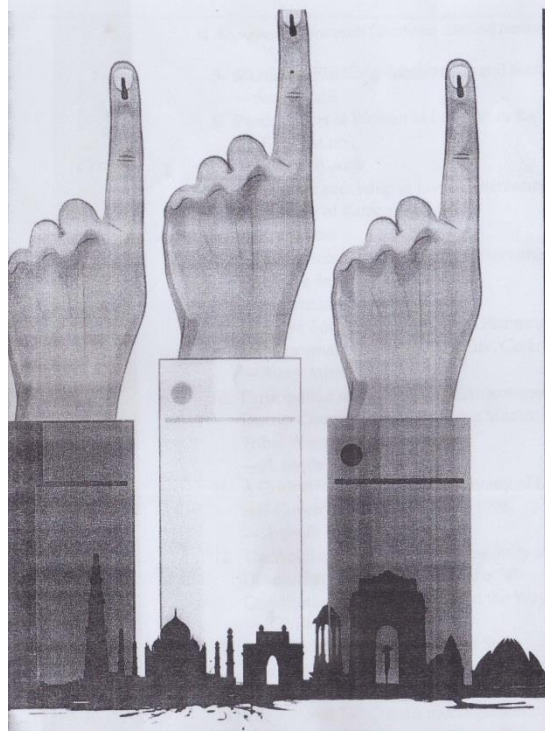
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57, Kukreja Plaza, Plot No. 55,
Sector-11, C.B.D: Belapur, Navi Mumbai.
Phones: 8949134376 / 09869839961
E-mail: vishnukhandelwal@gmail.com
Website: www.khandelwalbooks.in

₹ 900

ISBN 978-81-9413073-4



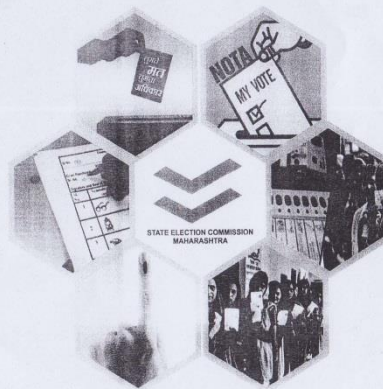
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ELECTORAL INTERVENTIONS

Foreword By:

J. S. Saharia

State Election Commissioner, Maharashtra



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