



Since 1936

Ms. Anjali Dave

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Camera/Sound: Prof. KP Jayasankar

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Anjali Dave is an Associate Professor in the School of Social Work. She has been a faculty member in TISS for nearly 26 years and coordinates and teaches in the concentration - Women Centred Social Work. She has initiated the Resource Centre for Interventions on Violence against Women which grew out of The Special Cells for Women & Children a Field Action project on Violence against Women, located in police offices, developing an understanding and methodology to work within a feminist social work framework on the issue. This work has been adapted into scheme by State Governments and contributed to the law for Domestic Violence. She has been member of National Resource Groups for Women especially for training, research and interventions on the issue of Violence against Women and Education for Girls and Women.

Q: Anjali, you been in TISS for a long time. You've joined as a student. Can you talk about your first encounter with TISS, first impressions, what were your student days like?

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AD: I had heard a lot about TISS because I had done my undergrad in Social work from Nirmala Niketan. So, I knew about TISS, that it was a place to come and do your masters and that it's supposed to be well known. But it was very fuzzy at the back. After my graduation from NN, I worked for a year. I was at some point very tired with that work because it was very hectic. We had done a whole lot of work which we had just come up with where Paolo Friere's understanding had just been received in Bombay and work was going around with that understanding. So there was a lot of community mobilisation work and so on and I needed to take a break. So that's how I thought of doing my masters and that's how I came to TISS.

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I have studied in College of Social Work, so I said let's go to another space and another place and that's how I came to TISS. I had worked in community organisation, didn't want to do community organisation here. I wanted to study Family and Child Welfare and had come to meet Prof. Apte before I joined the course to see what it is like and what it would be like. I kind of remember her saying that “You won't get any conscientisation or politicisation in FCW, that's not what you are going to get here. So, are you sure you still want to come and work.” At the interview Prof. Panwalkar tried to grill me on the fact that why am I doing FCW when I've done community organisation. Dr. Gore wanted to ask me questions on Child. So there was this range of kind of things that happened in the interview and finally I was chosen for FCW and I did get the space.

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Initially there was a little bit of difficulty because it was quite a different approach than from the College of Social work. The entire approach of teaching, learning, and approach to Social Work itself was reasonably different than NN. So, there was a little bit of I know and yet it was new

because it was completely different. So, I had to work with that in the classroom.

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Fieldwork- one was very happy, comfortable to say what I wanted to do. Even there I had to ask for different kind of field work because I was asking Miss Matthew, “You were placing me in a particular school of thought but that's not the way I have learnt Social Work. I think we should do it differently.” So she was pretty hassled by the fact that I was asking for this and all these rights come here and create difficulties for her. But anyway she did it.

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But what am trying to say also is that it was different, it was new. I tried to find my own feet and there were always some people as a few teachers here who continued to hold your hand and let you go your way. That was one of the clear images I have, well not images but clear memory/sense that I have of that time.

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Classrooms again were quite different. They were big but friends were from across the country, very different kinds of friends, lots of fun, lots of fun in the hostels, lot of more real politics happening in the institute, in the campus, being active with many things, being friends with lots, taking a stand, different positions. But I think it came because I also had BSW and I had work. One had that sense of self, to a certain extent. So you could stand up to all that different ways. Lots of fun, lots of fun in the hostel and fun is essentially interacting with a wide variety of people even the programmes were only two then, you know, it was only Social Work and PMIR. And this PMIR was this sense of this elite group and we Social Workers were supposed to feel for the people. So those kinds of images but you still made friends and that time there was much more interaction and a lot more of respect for each other as friends, as classmates, as batch mates. There was a lot of camaraderie in that sense. There were always few people who you don't want to interact with but that was largely the thought that come to my mind when you ask me that question.

Q: Any teachers that you liked or want to talk about?

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AD: In the department, that's who you remember you know. You remember your teachers from the department, not from your First year programme so much. Actually there were not many teachers who taught you, there were four or five teachers who taught you. And I think more or less remember who are the teachers who taught me, remember who they were. But Prof. Apte was there and Prof. Gokarn was there in the department and both had a very distinct contribution to me as a person, as a student, as a young colleague with them in the department.

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Prof. Apte had much larger vision of the society, world. So she gave you a lot from that end, you know and how does your small connect with the larger or how does the large connect to you as a person, to your work. She was very politically alive and so kind of brought all that into the work, the political awareness and understanding in the work. So you kind of imbibe those thoughts and said how you look at things. So that was a wonderful experience. I mean she also had a unique way of showing equality or being equal. She would invite the students to class and say, "You are future colleagues and therefore let's work with that understanding." So it was not just a student-teacher. From the day 1 she told you that you will become colleagues and therefore in that sense we are working towards being equal in that sense. Those are the kinds of thoughts you know that remind me of Prof. Apte and there are many but these are the first few things that come to my mind.

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Dr. Gokarn had much more... as a field work supervisor, she was a wonderful supervisor who had the ability to help you grow as a person while you're working and what you're understanding and things like that. So her attention that gives to the individual's growth not just as a professional or just as a private person but as a person who's going grow into a professional and who's also going to

grow as a person. So, she was one of those who gave me a lot of that understanding. She was my field work supervisor... actually also my research guide. Because there were only two people, so somebody had to do something at some point of time in your life.

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Suma Chitnis was another teacher at that time. She taught us Sociology as well as she taught us Child rearing. She was one of the first ones who took a very different method apart from lectures. Group discussions, we used to read biographies, and then see the socialisation patterns. Therefore it was very very different. You saw from different teachers different ways and methods, you know. If I had a friend coming from somewhere and I said, "I have a friend who's coming and who would like to attend this class, can she?" And she used to say, "Sure, come." So people were allowed to come into classrooms, sit and talk. So it was not very tight and yet there was lot of learning. And learning from these kinds of things, like how do you include, how do you interact, what do you draw from these teachers' way of doing things, more unsaid than the said, if you know what I mean. So she was another person and she of course sharpened my interest in working with women. I had worked with women in the field and then coming here she was one of the few people who were talking women, more clearly. So she was one of persons whose classes were lot of fun. And you had to cope a lot with what she was saying and doing with laughter because she used to look and say, "Are you understanding what am saying?" and we used to say, "Yes, we understand perfectly." But that's the only way to cope is to laugh at all these what's happening, what we read and understand. So she was another...

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Even Dr. Gore. He used to let you in the class and disagree with him quite happily. He would allow for it. And he would have this little smile on his face when you showed resistance or you didn't agree or you argued with him. He would let you argue your case. So these are the teachers who showed you in many ways that dissent is acceptable, critique is acceptable You are equal in classroom, so therefore you can say that to the teacher that "I don't agree with you and I have

another point of view.” And that was encouraged but with a lot of respect around each other's understanding. So these are the things that I think widened up for me from where I came from BSW where I was much into community organisation and work and people and poor and things like that.

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So that at TISS, I understood a lot more of the disaggregated picture, finer understandings. Graduation, you know, it was big picture, so you don't get to know the nuances which gradually began here. But I must say all this is as I look back. Just to look at memories, then it doesn't come in the same... It would be just data but the way now I'm saying it and how I see it is what each played a role and that's how I see it.

Q: Any memorable experience of field work?

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AD: As I said earlier I was placed in a particular place. I didn't want that kind of a placement because I didn't agree with that approach and thought. So, my field work got changed in the 1st year to what I thought should be the way it should be. So Miss Matthew and Dr. Gokarn kind of conferred and said, “It’s okay if she goes to another place.” So they put me in a placement. I remember that kind of things with what I had to do and what I wanted.

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So there was space to do your field work the way you wanted or you understood. Of course you needed to be logical or explain why you are doing it but there was a lot of...I don't know what to say...there was...you have to argue it, you have to fight for it but you get what you wanted to do if you according to them assessed if you are doing it seriously, if you know what I mean. That's what I can remember of field work. I don't have very other kinds of memories of field work. It was always fun and good and different and all that...nothing much.

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My field work excitement was for me in my BSW. That's where I really grew, that's where I developed a set of thoughts, values and things like that. So TISS was like going to the second and third level but it was not the first level. That also had its own fun because it was not the basic, so I could explore many more things and understand much more in depth which you had a very small, one slum, one community to a larger comprehension of the city, state.

Q: Memories of time spent in campus with friends...

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AD: As I said there was lots of fun mimicking teachers. There was this one of the classmates in PMIR who used to mimic teachers very well and he used to do K.G. Desai very well. So any time we had a little bit of time in the middle of the night, we would be sitting around and this batch-mate, Ulhas used to sit and do this, you know, mimicking. It was great fun.

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The other thing which we used to have is that we were a group of friends in the hostel who loved sarees, handlooms, kurtas and we obviously always didn't have enough. So we always used to wear each other's clothes. And there were times where people used to ask "Is this yours or is this hers?" You know because one would be wearing, the next day another would be wearing. So it was great fun, suddenly your wardrobe had opened up; everything had opened up in so many ways. So I think that were the kind of memories you had, that you shared as likes, you shared it not just in thoughts, you also shared it literally. So you had fun. You had this kind of...you had pictures, photographs wearing all of each other's clothes and not ever figuring it out. Obviously there would be fights and irritations and upsets. She had just ironed these clothes, she was just going for this particular fieldwork and now that ironed saree is gone because somebody else had taken it away. Blouse had gone, so mornings were chaos in the hostel. That kind of things you had. So each one was a character by themselves.

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We had this one student in the hostel who would always be sleepy and she used to get up at 8.45 and the first brush she would find in the bathroom, she would start brushing with it and Oh God! She used to drive us... So there was this kind of not straight in the classroom kind of fun but lots to do with around day to day living in the hostel and from there what you learn about people's funny tendencies and characteristics.

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There was another person who would continuously want to...how do you call it...borrow and the idea was to borrow, what she borrowed, why she borrowed, how she borrowed...she just wanted to borrow something or the other. So each one had a very funny ways of interacting. So if you asked somebody else I don't know what they would say about me but that was fun. Campus was a very different place from what it is today.

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One major thing is the hostel. Today's hostel is like "Oh God! Never again. Don't want." Such a beautiful hostel it was, we really had to mess it up with so many people, what you call that, bunk beds. The batch after me, we graduated and they said... a group of students marched up to the director and said that monkeys and crows were taking away their clothes which were being hung out, so they don't know what to do with it and they were very upset that something must be done. So the next day the *jaalis* which are presently there, which have come up. Now crows and monkeys were kept away from it but the minute they were put the whole ambience of the hostel caged that open sense (which gives you a sense of open) immediately we were caged. Now the group who went and complained couldn't do anything because they had complained. Now they've got this cage.

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So you know those kind of changes, bit by bit, bit by bit...any something comes and you have a reaction and you have a kind of a response or solution only to that specific... has allowed bit by bit

over the years change to take place not together as seen as one campus but in bits and pieces. So I think that's the way it hanged for me because as I said to many I have been on the rolls of TISS since 1980, first on the attendance- the classroom rolls and then as an Ad-hoc faculty and then as Project staff and now as a Faculty. So from '80 to now, I've been on one roll or the other. So the change that I see is in bits and pieces. It's not like any time where everybody had sat together to think how we should look at the architecture, or how should we look at the campus life and how we should look at the classrooms. They've come in bits and parts. The only time we've sat together was only when you sat in the AC but not necessarily always as an institute and all faculty which is being more recent.

Q: After student life how did you get back to TISS and how is the experience different?

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AD: Actually, you know it became one continuum, one continuous thing for me because I was a student of both Prof. Apte and Dr. Gokarn. So when I graduated Prof. Gokarn wanted me to do a part time job for her. I needed to be in Bombay. My family needed me to take care of elderly at home so stay in Bombay. So I couldn't go out and work. So I started part-time work at the institute. She wanted me to do some research, so I helped her with research. Then she said come and do part-time supervision for fieldwork, so I started doing fieldwork. So it was a continuous set of people who you already knew and you worked with them as teachers or supervisors. So, when you are to be as a worker, initially there were not major big differences. Big differences come only when you take positions different than your bosses and those are the times when it changes.

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With Prof. Apte it's never been so different from student to a faculty because she as I told you earlier, it was one continuous sense with her from the day we came into the department she talked to you in a particular way. So with her it was not so much.

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But I remember in '84 when I was a part-time or full-time supervisor, full-time I think but on Ad-hoc and I was scheduled to go on a workshop to FPAI and meanwhile the Women's Studies Unit here had set up a film festival and Ritwik Ghatak's film was going to be shown that afternoon and I wanted to see that and I didn't want to go for this workshop which was anyways not my area of interest but I was asked because as a TISS SPW representative, I needed to be there. And I decided that I will not go for the workshop and I will see the film and that was my first brush of taking my own position and saying NO. I was of course told that this is not the way to do it, that because you have committed to the workshop, you should have gone and you shouldn't have seen the film. But till today I remember that was my first brush when I took my sense and said "No, I want to see the film. This is not my area of interest. Women are still my interest and I want to see this film." I still remember the film was 'Meghe Dhake Tara' that was being shown here. I am still happy that I took that decision. I didn't go for the workshop. So there are these kinds of points where you did differ and you were told that was not the best thing that you should have done. But it not in a very oppressive or something that for the rest of your life you had to pay for a particular decision. That is where it moved.

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In '84 the UGC decided that they would now not have the Assistant Lecturer's post and since then Prof. Apte had two options for me to say that, "why don't you do some work in the field." So she had one idea to work with children and another idea was to work on violence against women. And that's how I chose to work with Violence against women and develop that particular work. It was like one assignment after another assignment after another assignment and something or the other kept coming up from the department to say 'Will you do this, will you do the other.' So that was not too much of my own sense of 'going out looking for a job'. I knew that I wanted to work with women and that's what it was just about two years since I had graduated from here. So, that's how I ... It was not really a rough ride or ride full of struggles which I can remember as to say that these were my milestones.

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Women, was yes. Dr. Desai thought that I should work with children and develop that particular programme and I still remember the blue noting sheet where she said that, “Why don't you ask her to develop the child project?” and I said, “Ma'am, I am not interested in that, am interested in women.” So those kind of places where you arrived and had to make a decision either for or against something, that's the time when I've taken that kind of position and that moved me some another way more than really going out to look for something. Actually in TISS, things happen all the time, so there is no need to... If you are connected, there is something... that time it happened like that.

Q: Can you talk about your work with women and the starting of the Special Cell and how has it evolved with time.

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AD: As I said these were two projects. As you know that FCW was very known for its field action projects. And Field Action Projects were a very important component of Prof. Apte's understanding of social work and what Social Work education should be doing. And that's time also when the women's movement was also working or pursuing with the issues of violence against women. Lot of dowry deaths also or what we call 'dowry deaths', burnings, beatings, rape case, the Mathura rape case had taken place. The women's movement demand was to set up some kind of desk or a unit for women activists or social workers or people who would be able to respond to Violence against Women in the police offices because they felt that the police was not taking care of issues of women, not helping them, not aiding them, not believing in them and so on and so forth.

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So that's how Mrs. Apte had understood it, heard about it and said that why don't we write this proposal. She asked me to write the letter or write the proposal. So we wrote the proposal. I wrote

the proposal. It was a two and half page proposal, so it would not stand scrutiny at all today in any... You know we have our entire course on Management and proposal writing and things like that and it was a two and half page report to the then commissioner, Mr. Ribeiro. I took an appointment, we went and met him, we told him what we can do, how can do. He read it and said, "Good idea. Okay. Come back in 15 days." We went back in 15 days and again talked to him. He came up and said, "Okay. We'll do it. I rang up Dr. Gore," because Dr. Gore was one of the panellists for the National Police Reform Report and Training report. So he said and he was the Vice- chancellor of Bombay University then. So he rang up Prof. Gore and asked "What do you think? There's some proposal from TISS, Should we do it?" And I believed he was asked who is it. So he says Prof. Apte. He said, "If it is Prof. Apte, then she is absolutely field related, connected and so you should go ahead." And that's how we got this. Actually Prof. Apte's grounded sense as well as Dr. Gore's... whatever; the Marathi word that comes to me is '*Pathimba*' which then got us this space and he said we're starting. And I was to go off on *chutti* because it was vacation time and for me vacation was very important. So we said we'll start on July 2nd. Came back and July 2nd was when it would begin.

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I think what really worked with us is his, the Police commissioner's whole way of looking at things, allowing us to evolve, not getting a blue-print, not asking for a blue-print in the sense that 'what will do, what is step 1, what is step 2, what is your step 3, how will you go about doing it and so on. That's how allowed us to do what we wanted to do, what we thought. He didn't keep asking 'Now what have you done, now where are you sitting, now where have you been.' So there was a lot of freedom and autonomy both from TISS as well as the Police Commissioner's Office which allowed us to grow as we saw people coming in.

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But this was only for first two weeks because Prof. Apte was talking about it to somebody else to join me because we thought that two people should really work as a team and it should always be a team to start any kind of project. So the next worker was Ashutosh Dharamadikari who was also

from CCA and we began there. He joined and then it was a lot of energy because he had lots of energy, lots of thoughts, lots of excitement. He also came from CCA, so had that particular understanding of the Criminal Justice system a lot more. He was more attuned to that. I had my conviction against violence against women and women, you know. I didn't have any ideas, thoughts, exactly plans of how I was going to go about working.

In fact I had these issues of State, working with the system and about all these... But anyway I thought it was a good space to challenge your understandings and learn something new. So that's how one entered it.

Q: What was concept/intervention like?

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AD: You know to put it in a nutshell is very tough because when you are asking me at a particular level, to ask it again... see you can set these objectives, I can tell you all the objectives but that's not how it exactly pans out, you know. You have this broad understanding but as I said as the ground and the women come in, the kind of questions that they ask, the kind of help that they require, that develops the concept, like say something, you said you wanted to work on violence against women but you know you'll help intervene with women, you say you will give them immediate aid, give them police help, you'll give them legal help- that was one of the objectives. The third objective was to be a liaison between women and Women's organisations and the Police to say how do we better coordinate, networking, creating a certain kind of coordinated efforts or coordinated response to violence against women-that was another objective.

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When we first started there were a set of objectives. You know, there were five sets of objectives. But as we have grown and as we have worked; today those objectives continue to stay as one of the strong basis on which the work developed. But today our objectives, though remain largely the same, what characterises the Special Cell is a lot more different.

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So first we talked about that we will work and give immediate help, as I said, or you know we would do liaison between women's organisations and the police, or create awareness and also document this work. Now today when I look at it, there is after twenty years we went through a strategic management exercise; we have come out with a strategic thrust for the Special Cell; we have monitoring indicators; we have a lot more sharper, in depth work. So what you start is that set of objectives, but it doesn't mean that the objectives stay the same way after 25 years. So today our strategic stance is that we are doing socio-legal work; we are just not doing only violence against women or doing social work interventions, in a so-called what we understood it then as a much more simple sense... it's much more complex.

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So today we are saying it is socio-legal work that we are largely doing, that we are working with the system and the individual; so it is not just the woman, but it is also the system, it's the state, it's the law, it's the policies. So it is both the individual as well as the system. It is a full-time, fully trained worker's work that needs to be done in something like this, Special Cell. So these are the kinds of shifts and things; we have done a whole lot of researches, now, based on the kind of work that we have did... Today we have a resource centre for violence against women which has emerged out of the work of Special Cell; where first you went into implementation. But over a period of time we have been able to institutionalise... demonstrate a service which is part of the FAPs... one of the FAPs mandate is to demonstrate, innovate.

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You have been able to that, you have been able to say that this work is required and been able prove it to the larger society, which takes the service, as well as other who support services like that. So you have to government funding to take over the project; it's now a fully funded project of the government of Maharashtra. We have been able to replicate it in three-four other states where the

government has taken over. We are now demonstrating on other four states hoping for them to do it on. We are working with NCW, that is National... not we are working, they have invited us to present this scheme as a larger... so it can go across the country, dovetailing it with the Domestic Violence Act; where the protection officer and the service provider, which is part of the act, has been modelled... based on the Special Cell's work of coordinated multi-agency work.

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So this not what we had planned to do when we wrote out the objectives. Therefore, it evolves, it grows, it takes its own shape and form, as well as it takes on different positions. We first... when we had written the project it was Project for Women in Distress, and many still remember it like that. And today, in less than a year or two, we started articulating it as violence against women; so that is again a position change... you know shift. So there are so many things like this that continue to happen, and then that gets informed when it is located in TISS and in the police office. And within the larger environment of the women's movement, and a variety of shifts and changes that are taking women's political positions. Like I remember one of the reporters asking me, because you are working with the police you are always very public, "Are you a feminist?" And I had to take a deep breath, in 1984, and say that "I haven't read enough about feminism for me to be able to say that I am a feminist. But yes I would like to work on this issue and the day I am able to tell you that 'Yes I am.' if I have read enough I would say so."

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That time we didn't learn women as a subject, it was FCW. Women was subsumed in Family and Child Welfare. So it is this kind of movement that has taken place over the years, so we started with these objectives, but the strategic thrusts are quite different. We are saying very clearly that it is pro-women work, you know, and that means feminist analysis and feminist lens in social work practice. So it is a long journey from those kind of good ideas; but then rolling it out on the ground, learning and growing yourself and then growing the programme.

Q: What would be some of the things... I mean you seem to be indicating that there is a kind of a shift from a more service or welfare based approach to a more political or a more systemic one, while continuing the work with the individual. What do you think kind of occasioned that shift? Was it kind of built into the very concept and then it evolved as the project evolved? Or is it a larger or probably a range of different...?

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AD: See service is inherent to any society, and welfare is a very important concept too. So I personally feel that both are absolutely essential. But that is not enough, is what one grew to understand. One needed to understand that you had to be more political to understand why does this happen itself. And therefore to give service to people that is going to happen is going to continue; to my mind welfare needs to continue. Because welfare is part of a society; it is not necessarily in the hierarchical sense of only charity. It is also required; within the sense of any society's well-being welfare is an important component of it.

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So what came sharply with this was the political understanding of why violence against women... more sharply... you had a sense you had an understanding, it was very easy to relate. But to live day to day... And then when you were representing this issue how you were treated, what value you were given, how you were viewed, how you were received... all that started... how the larger police system saw the issue, it is a 'soft sector' understanding of it; not valued as much... call it soft hard doesn't matter... the value is the decreased influence. So given these kind of things I would say that we added a sharper lens to our work, and that allowed it to grow much more. And then they worked simultaneously, and they have to work simultaneously, to my mind. It is every important to continue to do service as part of your work. Because understanding it, analysing it, comprehending it is not good enough for human society. If change and shift has to come you have to work at it. And any change is not easy without certain help; somebody has to help you to change – somebody by critiquing it; somebody by holding your hand and somebody giving you service or somebody... and

to my mind, services is a tool or vehicle towards social justice that is one of the vehicles of social justice.

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So when women came to the Special Cell and asked for violence to stop and justice to be done. Just by saying Stop and Law is not enough. How does one hold up emotions? How does one hold up relationships? How do you hold up both physical and emotional resources together... to be able to stand through this violent struggle that you are going through? And rebuild women's dignity and self-worth after all these kinds of things? So for me these go hand in hand, they are not either or ... and at some point that maybe less - service maybe less and analysis maybe more. So proportions, whatever, its importance decreases or diminishes according to the situation. Both are extremely important, they need to hold together. This is how I think.

Q: One of the aims I believe is to contribute to social work education and, you know, through demonstration at the level of practice and through the kind of research inputs that are able to be made. So can you talk a little about how the work of the Special Cell has contributed to education in the field or research?

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AD: Simple to start with is that it was always a fieldwork placement. So you develop fieldworkers. A lot of students get placed there. So the fieldwork placement was one. Then you build bridges with the classrooms by coming to classrooms to take specific sessions to present it to classrooms. So that was another area. The third is doing research, which is creating of small units, like Professor Apte's... you know... there is this document that we created called "Because the Personal is Political"... the first work of the Special Cell. And it is a profile of all the women of ten years in the Special Cell, to understand violence against women, but along with that a literature review on violence against women. So it became a good unit book for the students of FCW and for students of social work who wanted to learn how to do casework; how to work with system cases and also the

issue of violence against women. So that was the first unit that got created... so creating documents, doing research, allowing students to interact with... not just at the fieldwork but through this written work, going further into the classroom... and not necessarily only FCW but a larger social work pool. And that went across schools of Maharashtra... and across the country it was shared. So that is one of the ways in which education plays took place.

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After that many more researches happened and many more trainings started happening. Training for social workers working on violence against women, so another whole area got developed. Using a whole lot of our learning to train police on the issue of violence against women; working with them on their manuals; writing articles for their books and publications. And that was another way of education on the issue of violence against women.

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And then when we got this opportunity, when the restructuring took place... a lot of our understanding which not today we have created another 14 credit programme on Women Centred Social Work. That got developed because of this whole understanding that we had grown and developed through this work of the Special Cells. And violence has many connections, and just you start here and you connect with many more. So that's what we did.

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A whole lot of women's studies... two faculty of women's studies programme were part of the way we designed the programme for social work. And when they designed a programme for women's studies again we participated in that. So it was a kind of an iterative process of different kinds, which developed into also into social work education. So if you want to say a clean one – then yes there is a Women Centred Social Work which kind of grew over the years of work with women. And then, you know, you do in many other areas which feed into each other and grow different things from that. Of course, there have been researches, there are Ph.Ds, there are any number of

things which people have drawn from the Special Cell to be able to do research, training, capacity building... across the country, it is not just the state but across the country; people coming in for study tours, for visits and observations. So there have been a whole lot of things.

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Because it is a unique position or strategic location... Like we said we would work with the police, but it's over a period of time that we realised it is a strategic location; and that it is a strategy to work with the police and say it so clearly. So the strategic location of social workers in police systems... in social work terms it would have been used as secondary setting, it is not a primary setting. But in the secondary setting there is a strategic location. And that is how we position it today.

Q: One interesting thing that seems to have emerged from what you are talking is that the work of the Special Cell seems to have contributed to education and to research and to research that feeds into Social Work education. Can you talk about this, the connections that made for a very proactive relationship between research and education?

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AD: As I said that as we started working and because of being also connected to Women's movement and you grew out, you went out, you met different people, you understood and you had to continuously work with the system, you need to continuously present your argument to people, you needed to create a lot of database, You couldn't be descriptive alone. Nobody wanted to just hear long stories.

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They made me very interested and excited about Violence against Women and its very interesting stories, you realise that it's not the way you can use or represent women, in a way of talking. So it's also the movement, the school of thoughts that kind of moved within the Women's movement

studies, you know that influenced your own understanding and thinking where we understood that while we were doing very good work as they call it in police `very good work' . What does good mean is like conciliatory, not threatening, good human beings, you know...human milk of kindness. But the sharpness with which Violence against women is analysed, comprehended, you couldn't take it as a simplistic way of saying that yes we are nice people, good social workers. And being located in TISS and being FAP, it had to grow more than after an experiment, having demonstrated experiment that you needed to grow to take on the many aspects of university requirements, demands, expectations as well as our own as I first started with.

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So analysis, research was very important part of the work. So therefore we continued to do small researches, big researches. We didn't take on any research just because people said 'do this, do that'. We said if you want to do it, you are allowed to do it, but that doesn't mean we need to do it. So we had to do this research but it was more as a, to me, a felt need as a part of the work to grow for interventions to get sharper, cleaner, neater, to be able to influence policies, to be able to influence Law, to be able to critique law.

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So research, training, working with individual but all simultaneously and equally important for the issue of Violence against women and if you put women in the centre and then you see all this aids and abets in being able to get back her agency which was being lost in this whole area of violence. And so how do we therefore develop social workers who are able to comprehend this, understand this and I think it's not just my own thought or the team's thought as a Special Cell but it is also the environment that influences because we allowed our influence...what you...a larger group of people to influence you. So I think that's what is important that therefore education grew, research grew, intervention grew, its ability to stand up for policies, its ability to stand up for a program, its ability to then stand up for the law. Or today when they are saying 'dovetail' it as a scheme for the national level is because you have had enough ground work on all these spaces to be able to continuously

argue your case. But it is still the reality that you have to argue your case. Therefore all these feed into each other.

Q: As somebody who's been a Social Work Professional for more than three decades, within TISS do you see any major shifts, maybe you want to restrict it to your own area or you want to talk about in general about Social work education, social work practice, do you see any major shifts that you would like to talk about?

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AD: I think that it is this part where more and more work is done by social work people at least in TISS and a few other spaces or schools of social work where your analytical and your documentary work has increased. See more and more faculties with Ph.Ds, written work. Earlier we didn't have those many in the School of Social work or social work faculty. The emphasis was on fieldwork and those fieldworkers becoming teachers. But today with UGC requirements as well as younger people ready to do Ph. D, we are getting more people with that input too which is sharpening our...what you call...ability to deliver the programme. And it's a lot, lot more emphasis on analysis, on understanding the larger picture, locating Social Work practice in a larger frame than in a...smaller geographical or comprehension frame. So Social work is being definitely being positioned as much more within these...

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Two, is that the outside environment is changing so much more. So there are so many more different...professions or people educated for also wanting for social change. So they are also setting up their own ways, movements, NGOs, not NGOs but organisations, voluntary groups. There's so much more of contesting that is taking place and so many more people out into the field trying to do this work that the social workers` role are shifting again.

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We continue to, at least I continue to feel that our people's skills, our working with people and our skills of working with people continues to remain one of our core areas. Earlier that used to be the only core area. But today that will have to continue if you want to continue to grow your work along with these larger analytical frames and in location or comprehending all that.

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Work world is also getting more specialised. So, so many more people going into specialised areas of work. I mean in my times there was nothing called Gender Budgeting. Women was not articulated, where was Gender Budgeting articulated? So the outside environment is also creating a whole net of work where more and more are going into those kinds of jobs, spaces like this.

So, I see a shift more within these kind of context that everything cannot be defined or governed the way we see it because there's lot more that's taking place outside also and therefore our roles have also shifted and changed, have to change also and take on more different...And yet the skills of working with people don't go away. Just doing analysis is not good enough at least for a social work professional because how would you differentiate between a sociologist or a psychologist or a political scientist who is able to analyse as sharply as anybody else. To me, that ability to then transact that understanding, that ideology is part of our strength.

Q- Before we wind up, we want to ask since it is the platinum jubilee, we ...for the golden jubilee and now the platinum jubilee, is there anything that you would want to say specifically or any thought for the Platinum Jubilee as regards to TISS or its perception...where we need to go from here ...anything?

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AD: The only thought...because I have to think about something very whatever...that occurs to me now is that you know TISS has always given the space for individuals to grow and the individual therefore grows in the institute, if you know what I mean, that relationship. And I sincerely hope that we continue to grow like that because it's neither the institute...who is the institute then? It's



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only the legalities that don't work it. It's lot to do with the space we've got; at least I've got a lot of that space. And when you go out, people say you are from TISS and when you come to TISS, you go 'Oh, you do this kind of work? Wow.'

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Both spaces which means that each space has fed into the other and that's something I sincerely wish and that we at TISS are able to continue to grow that space for people, people who work with TISS and stay here and students of course, the people of TISS. That's all I had to say.