



## Department of Social Work - PG

### St. Edmund's College

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## "Department Initiative: Enhancing Experiential Learning through Service Learning"

### 1. Endorsement Letter



### St. Edmund's College

(Affiliated to North-Eastern Hill University, Shillong)  
Recognised by the University Grant Commission under 2 (f) and 12 (B) of the UGC Act 1956

Laitumkhrah, Shillong – 793 003, Meghalaya, India

E-mail: stedmundscollege@gmail.com

Website: <https://sec.edu.in>

#### Endorsement Letter

24<sup>th</sup>, February 2024

María Nieves Tapia,  
Director, UNISERVITATE

Dear Madam Tapia,

**Subject: Endorsement for Membership Application**

*Greetings from St. Edmund's College, Shillong!*

I am writing to extend my support and endorse the application of St. Edmund's College for membership in the UNISERVITATE Network.


St. Edmund's College, Shillong is one of the premier institutions of the North East of India and Meghalaya in particular. Since 1923, till the present date, St. Edmund's College has maintained its excellence by regularly introducing new courses, updating its infrastructure, achieving the highest academic records, and maintaining discipline of the students. Along with academic excellence, the College has also worked towards the development of the personalities and potential of the students through community engagement.

Inspired by our Founder, Edmund Ignatius Rice, St. Edmund's College is committed towards a holistic, value-based education, and service to the underprivileged as the best means of making them aware of their human and spiritual dignity as children of God.

I am confident that being a part of the UNISERVITATE Network, will not only strengthen our efforts towards the Community but will also expose us to its global network of Catholic Higher Education Institutions who share the same values and spirit of *Service* to man and to God. The membership will also streamline community engagement efforts in the College and will make our quest for knowledge more meaningful.

Therefore, I wholeheartedly endorse the membership application of St. Edmund's College into the UNISERVITATE Network. Together we can "create a NEW SOCIETY where people would accept each other as brothers and sisters under the common parenthood of God" and "operate out of the conviction that we are called by God to partner with Him in the creation of this NEW SOCIETY, we will share this vision with our students and past students and their parents, so that the college community has a common motivation".

Thank you

Sincerely,  
  
Br. (Dr.) Simon Coelho  
Principal i/c  
St. Edmund's College, Shillong



19-1201

Contact details: Office phone: (0364) 2224533 (M) +91-9862432280 Fax: (0364) 2223234

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## **2. Brief Orientation for the Uniservitate Faculty Members:**

**Date:** 2<sup>nd</sup> April 2024

**Time:** 11:00 AM

**Venue:** Fieldwork Lab, St. Edmund's College, Shillong

### **Description of the Programme:**

A brief orientation on service learning and Uniservitate was conducted on 2nd April 2024 for the five faculty members nominated for Uniservitate at St. Edmund's College, Shillong. An orientation was provided by Dr. Hazel Berret Wahlang, who briefed the group on Uniservitate and its mission. In addition, she provided them with an overview of the ABCs of Service Learning that each of them should consider before initiating any Service Learning project. The three points to be remembered included, first, the service should be student-centered and initiated, as its focus should be on students' learning, second, the service should cater to the community's needs, and lastly, students must be able to connect the service to their academic learning. Furthermore, Dr. Hazel Berret Wahlang and Ms. Mebari Vanessa R. Dorphang discussed their past service learning experiences and analyzed their successes and challenges of those experiences in order to improve and provide impactful Service Learning experiences in the future.

Faculty members were also informed about Uniservitate membership benefits during the orientation in order to encourage and boost their participation and engagement. As some of them are completely unfamiliar with service learning, they felt relieved that they would have access to a variety of resources that would enhance their understanding of this concept.



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As a next step, a membership form was filled out for the nominated faculty members. The team indicated that they would access the resources and possibly obtain service learning training in order to have a better understanding of service learning prior to initiating service learning projects, as they must have a solid understanding of service learning before teaching students and encouraging them to participate in service learning activities.

#### List of Faculty Member:

Sl. No.	Name	Designation	Contact Details
1	Dr. Hazel Berret Wahlang	Field Work Coordinator, Dept. of Social Work-PG	+91 6001785001 <a href="mailto:hazelwahlang@yahoo.co.in">hazelwahlang@yahoo.co.in</a>
2	Ms. Mebari Vanessa R. Dorphan	Lecturer, Dept. of Zoology	+91 7005207892 <a href="mailto:mebarivanessa.work@gmail.com">mebarivanessa.work@gmail.com</a>
3	Ms. Genifa Kharbani	Lecturer, Dept. of Education	+91 8794318560 <a href="mailto:genifakkbani2011995@gmail.com">genifakkbani2011995@gmail.com</a>
4	Dr. Mahesh Ram	Asst. Prof., Dept. of Physics	+91 8837410127 <a href="mailto:mahesh.ram933@gmail.com">mahesh.ram933@gmail.com</a>
5	Mr. George K. Sunn	Field Work Coordinator, Dept. of Social Work-PG	+91 986261598 <a href="mailto:georgekerry770@gmail.com">georgekerry770@gmail.com</a>

#### Display the Uniservitate Member logo on our College's website:

According to the requirements of Uniservitate, St. Edmund's College, Shillong now prominently displays the "Uniservitate Member" logo on its website along with a hyperlink leading to the Uniservitate website.

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- **Name of the College:** St. Edmund's College, Shillong
- **Website Link:** <https://sec.edu.in/>

The screenshot displays the website interface for St. Edmund's College. At the top, there is a navigation menu with links for 'About Us', 'Academics', 'Facilities', 'Extensions', 'IQAC', 'IIC-SEC', 'Library', 'UBA', and 'SAP-MGNCRE'. Below the menu, there are several login and service icons: 'Staff/Student Login', 'NEHU', 'SWAYAM', 'NPTEL', 'MOOCS', 'NDLI', and 'NAI'. On the right side, there is a 'Mobile View' button. The main content area features the college's logo and the heading 'ADDRESS'. The contact information is provided in a table format:

ADDRESS	PHONE NO	Anti Ragging College Anthem
Principal, St. Edmund's College, Old Jowai Road, P.O. Laitumkhrach, Shillong - 793 003, Meghalaya, India.	(0364) 2224533,  EMAIL stedmundscollege@gmail.com	Principal, St. Edmund's College, Old Jowai Road, P.O. Laitumkhrach, Shillong - 793 003, Meghalaya, India.

A 'Desktop View' button is also visible at the bottom of the contact information section.

### 3. Uniservitate Faculty Members Meeting

**Date:** May 9, 2024

**Time:** 3:00 - 4:00 PM

#### Participants:

- Mr. Monotosh Chakravarty
- Dr. Hazel Berret Wahlang
- Ms. Mebari Vanessa R. Dorphang
- Mr. George Kerr Sunn
- Mr. Mahesh Ram
- Ms. Genifa Kharbani

#### Agenda:

1. Strategizing the plans for guidance and support from De La Salle University
2. Planning the Completion of the Virtual Course on Transformative Education

#### Points of Discussion:

- Dr. Hazel Berret Wahlang chaired the meeting and provided a brief review of the service-learning initiatives conducted by St. Edmund's College.

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- The team discussed strategies for receiving guidance and support from De La Salle University. This included potential collaborations and resource sharing.
- An Orientation Programme on Service Learning for the faculty members of St. Edmund's College was planned, to be conducted in collaboration with the Service-Learning Team from De La Salle University.
- The date for the orientation programme was set for May 16, 2024, considering the examination schedules and academic calendars of both institutions.
- It was suggested and agreed that quarterly meetings with the DLSU team would benefit the new service-learning team at SEC.
- The team decided to complete the virtual course on “Transformative Education: The Service-Learning Proposal” offered by the Latin American Center for Service-Learning (CLAYSS) in August 2024.

#### 4. Coordination Meeting: De La Salle University (DLSU), Manila & St. Edmund's College (SEC), Shillong

**Date:** May 10, 2024

**Time:** 3:00 - 4:00 PM

**Meeting Details:**

**Meeting ID:** 95000486330

**Passcode:** 425730

**Participants:**

1. Br. (Dr.) Simon Coelho
2. Mr. Monotosh Chakravarty
3. Dr. Hazel Berret Wahlang
4. Ms. Mebari Vanessa R. Dorphan
5. Mr. George Kerr Sunn
6. Mr. Mahesh Ram
7. Ms. Genifa Kharbani
8. Marietta Guanzon
9. Niku Vicente
10. Peter Jayson Moredó
11. Jimi Caldea
12. Karol Jim Louis Castillo
13. Romina Eloisa Abuan

**Agenda:**

1. Introduction of the Service Learning Team.
2. Review of social commitment programmes at St. Edmund's College.
3. Planning for collaboration and support from DSLU.

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**Points of Discussion:**

- The meeting started with the introduction of the Service Learning Faculty Team from both St. Edmund's College and De La Salle University.
- Br. (Dr.) Simon Coelho warmly welcomed the DLSU team and provided a brief introduction to St. Edmund's College and its previous community engagement programmes.
- Dr. Hazel Berret Wahlang explained the purpose of St. Edmund's College joining the UNISERVITATE Network. She emphasized that while social service has been a long-standing practice at the college, however Service Learning is a new concept for the community.
- Dr. Wahlang reviewed the Service Learning engagements conducted since the college joined the UNISERVITATE Network in April 2024, noting that the UNISERVITATE Member Logo was added to the college's official website on April 3, 2024. She highlighted the reasons for joining the network, which were further emphasized by Br. (Dr.) Simon Coelho and Mr. Monotosh Chakravarty.
- Mr. Monotosh Chakravarty, Vice Principal of SEC, discussed various national programmes such as the National Service Scheme and Unnat Bharat Abhiyan, along with other departmental outreach programmes supported by the college management.





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- The SEC team suggested conducting an Orientation Programme for faculty members on May 16, 2024. The DLSU team expressed that this date was too soon, as they needed more time to prepare and understand the college better.
- The DLSU team proposed June 25, 2024, as a more suitable date, allowing adequate time for pre-orientation preparations.
- Marietta Guanzon and Niku Vicente proposed conducting a needs assessment of the faculty members at St. Edmund's College. They suggested formulating a Pre-Orientation Survey to be completed by the faculty. This survey would help the DLSU team understand the faculty's current level of knowledge and engagement with Service Learning, enabling them to structure the programme accordingly.
- Mr. Monotosh Chakravarty expressed gratitude to the DLSU team for their willingness to guide and support St. Edmund's College in institutionalizing Service Learning. He emphasized that community engagement has been done through various forms, though not always conceptualized as Service Learning. Mr. Chakravarty also formally invited the DLSU team to visit St. Edmund's College, Shillong, to further their collaborative efforts.
- The meeting concluded with mutual appreciation and plans for the next steps in their collaboration.

### 5. Student's Orientation on Service Learning

On 31<sup>st</sup> May 2024, the Department of Social Work-PG at St. Edmund's College, Shillong, in collaboration with the Department of Education, conducted a Student Orientation Programme on Service Learning. Dr. Hazel Berret Wahlang, a member of the Uniservitate Faculty at St. Edmund's College, led the event, which was attended by enthusiastic students of the Education Department. The programme commenced with a warm welcome address by Ms. Genifa Kharbani, Head of the Department of Education at St. Edmund's College. In her introduction to the students, Ms. Kharbani highlighted Dr. Wahlang's expertise in the field of service learning. After an introduction by Ms. Kharbani, Dr. Wahlang took over the session. 34 students attended the programme.

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#### Introduction to Service Learning

During her presentation, Dr. Wahlang introduced the students to the concept of Service Learning, an innovative educational approach that combines academic instruction with meaningful community service. Through Service Learning, students gain hands-on experience, which enables them to apply classroom knowledge to real-world situations.

In addition to enhancing students' academic learning, Service Learning fosters a sense of social responsibility and community involvement. Incorporating service projects into academic coursework provides students with the opportunity to critically evaluate their experiences and learning and come up with practical solutions to community challenges.

#### Introducing Uniservitate Initiative

Dr. Wahlang also discussed Uniservitate, a global initiative that promotes service learning as an integral component of higher education. With Uniservitate, universities are being transformed into agents of social change, providing students with the necessary skills to become responsible citizens in the future.

Likewise, she announced that St. Edmund's College (SEC) is embarking on a new journey of service-learning starting in 2024 as part of the Uniservitate initiative. As a member of the Uniservitate Network, SEC will be able to incorporate social reality into the education that it offers, allowing students and faculty to work together in solving real-world problems.

#### The ABC's of Service Learning

The discussion by resource person also focused on some of the fundamental elements of service learning, emphasizing the importance of the ABC's:

**Academic Integration:** The SL projects are designed to provide students with the opportunities to integrate course content and apply it, which encourages them to think critically and reflect on their learning and experiences.





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**Building Student-Led Initiatives:** The students play an integral role in planning, organizing, and evaluating these projects, thereby taking responsibility for the program as a whole.

**Community Engagement:** The goal of service learning is to collaborate with community organizations to identify and address real-world challenges, as well as promote meaningful relationships and mutual understanding among participants.

Moreover, she emphasizes the importance of the development of Service Learning programmes that address specific community issues. This entails working together with the community to identify and implement solutions to their problems and needs. Thus, students contribute not only to the community, but also gain valuable insights and experiences that enhance their academic and personal development.



### Benefits of Service Learning

In her presentation, Dr. Wahlang highlighted the benefits of Service Learning such as:

- Service Learning serves as a means to develop critical thinking, problem-solving, and leadership skills in students. It also fosters a sense of civic responsibility as well as increases the employability of the individual.
- Service Learning provides faculty with the opportunity to create an interactive and dynamic learning environment. It provides faculty with the opportunity to apply

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research and teaching in a real-world setting, empowering communities, and improving learning outcomes for students.

- Service learning programmes provides communities with additional resources and support to address local challenges, promotes community engagement and leads to sustainable solutions to community concerns.

The orientation program concluded with a call to action, encouraging students to use their skills and knowledge to positively contribute to society. Throughout her remarks, she highlighted the fact that service learning allows students of St. Edmund's College to make a significant difference in the communities in which they live while enriching their own educational experience.



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## **Student-Centered Participatory Learning Report**

**Department of Social Work-PG**

**St. Edmund's College, Shillong**

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### 1. Participatory Rural Appraisal: Participatory Research

**Year:** 2024

**Total Participants:** 29 students

#### **Introduction**

Participatory Rural Appraisal (PRA) emerged in the late 1980s as an approach emphasizing community involvement, allowing local voices to shape data collection and decision-making processes. This method centers on "reversal learning," where community members are the primary sources of knowledge, with practitioners acting as facilitators and observers. PRA values indigenous knowledge and encourages participation across all literacy levels, making it an inclusive tool that uses local materials for symbolic interaction. This interactive approach not only gathers valuable qualitative data but also empowers communities to take part in planning and managing projects that impact their development.



**Practice of Transect Walk and Resource Mapping in St. Edmund's College**

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Before the Rural Camp 2024, the 2nd-semester students of the Department of Social Work at St. Edmund's College were introduced to PRA techniques in class by Dr. Hazel Berret Wahlang and Mr. George Kerry Sunn. Equipped with these tools, they facilitated PRA activities in Mawlyndun Village, gathering insights directly from the community. This immersive experience provided students with a unique village perspective, guiding their strategic planning efforts and deepening their understanding of local needs and practices. After the camp, one group of students of the third semester were placed in this village till November 2024.

#### 1.1 Transect Walk

A transect walk, also known as a walk-through or site visit, is a thorough observation and examination of a specific process, operation, or location. By conducting a transect walk, it enhance the students a valuable insights about the village interior, geographical area, natural resources, community and individual assets. It helps in identifying the areas for improvement, and make informed decisions to drive growth, efficiency, and effectiveness.



As part of the Rural Camp 2024, the MSW 2<sup>nd</sup> semester students of the Department of Social Work-PG, St Edmund's College, Shillong conducted a Transect Walk on the 10<sup>th</sup> June-2024 in the Mawlyndun Village. During the Transect Walk, the MSW 2<sup>nd</sup> semester students were divided into two groups and they were guided and accompanied by three youths of the villages

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who guide and took the students for a village tour and dive into the interior and navigate the areas, block boundary of the village.

The primary objectives of Transect Walk are:

1. To observe and assess the spatial dimensions of people's realities
2. To provides a cross sectional representation of the different agro- ecological zones and their comparison to certain parameters
3. To explore and gain a deeper understanding of operations, processes, or systems.
4. To gather information about the community

#### Process

The MSW 2<sup>nd</sup> semester students along with their Fieldwork Coordinators were guided by three local guides for the Transect Walk in Mawlyndun Village. The Transect Walk was conducted in the evening and started from Pdengshnong, near the VEC (Village Employment Council) Hall adjacent to the Mawlyndun Upper Primary School and proceed downwards till the Kjat Shnong.



During the Transect Walk, the Local youths guided them through the Kaccha Roads and Concrete Footpath across the village which connects from one Block to the others Blocks. The Transect Walk enhance the students to observed the various community and individual assets, natural resources, the village area surroundings such as cultivation fields community forest, sources of drinking water etc.

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#### **Finding**

In the transect walk, they observed and find out two schools are available in the Village, Mawlyndun Upper Primary School and Mawlyndun Presbyterian L.P School. There are two Christian Churches, Presbyterian Church and a Catholic Church with its surroundings, and One Seng Khasi Hall which belongs to the Seng Khasi. The village has got One Community Hall, One Village Employment Council (VEC) Hall for developmental work of the village, One Anganwadi Centre, One Commodity Storage Shed, a Community Compost Task and two big Parking space which was constructed from the Government Scheme through Public Work Department (PWD). The village is equipped with Solar streetlights, Water Taps ( from PHE, JJM and Natural Sources), Public Dustbins across the village which are clean and maintained by the VO Group on a weekly basis, and two natural sources of water for the community people which they use for laundry and bathing. The Village has got one football ground cater to various football tournament and outdoor activities and sports.

In the observatory walk, they found and came across some of the houses in which these houses are made on-top of big rocks called 'Mawshaning', since ancient time. The MSW students observed the women in the village engaged in Handicraft where they made "Khoh"(a bamboo basket use for carrying commodities and other things) and " Knup" ( Natural Umbrella to cover during monsoon) out-of bamboo and cane.

The Transect walk enhances the students to observe that the community people are engaged Broom Cultivation as a main source of livelihoods with a proper place for brooms to stored and dried. Majority of the community people practice livestock rearing in their households such as Poultry, Piggery (sponsored by Government Schemes), Cattle Rearing.

Through transect walk, they observed and learn the traditional games called " Kut-kut"(in Mawlyndun Dialect) played by the children which is similar to a" Chess The Village was surrounded, full with green leaves, trees and flowers, the Village is very clean and the people of the Village are very Friendly and Kind and very Helpful and Hardworking.

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Thus, the transect walk revealed both strengths and weaknesses. By observing and assessing the current scenario they identified opportunities for improvement, potential risks, and areas for further development. The findings and recommendations from this walk will enable us to optimize and enhance overall efficiency, and improve quality. This transect walk demonstrated the value of first-hand observation and assessment which foster a culture of continuous improvement, ensure compliance, and drive growth. The insights gained from this experience will have a lasting impact and enabling the students to provide better in the field of social work practice.

## 1.2 History Timeline

History Timeline is an important tool of PRA method quite commonly used to explore the temporal dimensions from historical perspective. Time line captures the chronology of significant events that took place over time as recalled by local people. It is drawn as a sequential aggregate of past events of a particular community. It thus provides the historical landmarks of a community individual or institutions. The important point to note here is that it is not history as such but events of the past as perceived and recalled by the People themselves.

The Primary objectives of History Timeline are:

1. To understand the background, experiences, historical perspective and culture practice of the community people
2. To gather and find out the significant information on the historical events and changes of the village

### Process

In the Rural Camp 2024, the MSW 2<sup>nd</sup> semester students of the Department of Social Work-PG, St Edmund's College, Shillong conducted a PRA tool on History Timeline on the 11<sup>th</sup> June 2024 in the Mawlyndun Village. The MSW students conducted a participatory interview with the community people including Headman and hid Executive members of the Village Council of the

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village, two elderly people and two youths of the Village, where they facilitate them in the process of reflecting and tracing back the significant historical events of the village since its inception. This process of the interaction for the History Timeline started aimed to trace the historical events of the village and understanding the changes take places over the years.



### **Finding**

Through facilitating participatory interviews, the MSW 2<sup>nd</sup> semester students gathered momentous and informative information on the historical events of the village which recorded significant change and transformation in the village. In this particular PRA tool, it was found that ample of events and vital activities carried out over the years since the village inception. Even though, the community people could not recall or recollect the entire historical event that occurs in the village, however, they could recollect certain eventful in the olden time which was passed through storytelling and experiences of the forefathers to the next generation. This is how the historical event could be timeline and given as per the valid information that the community people possess.



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The History Timeline of Mawlyndun is indicated in the table given below:

Year	Events
1500	Village Formation inhabitant and native by Khongsdan and Khonglam Clan
1950	Pandemic of Diarrhoea and Cholera
1960	Establishment of Mawlyndun Presbyterian L.P school
1984	First Existence of the Catholic Church in the Village
1987	Earthquake
1995	Establishment of Mawlyndun U.P School
2002	First Existence of Presbyterian Church
2003	First Construction of katcha Roads
2004	Building Extension of Mawlyndun U.P School
2007	Establishment of Mawlyndun Anganwadi Centre through ICDS Scheme
2010	Rampant Tuberculosis Diseases emerge in the Village
2012	<ul style="list-style-type: none"> <li>. Black Topping of Rural Road Scheme</li> <li>. Concrete Drainage System was constructed</li> <li>. Construction of VEC Building through BNRGSK scheme at Mawlyndun</li> </ul>
2015	Construction of the First Drinking Water Reservoir at Nongdiengsong, Mawlyndun
2016	Construction of Community Footpath and Drainage System in the Village
2018	Commencement of Swatch Bharat Mission Scheme for Solid and Liquid Recourse Waste Management
2019	Installation of Mobile Network Tower by Jio (Reliance) Covid-19 Pandemics
2023	Installation of Solar Street Light sponsored by the MLA Schemes.
2024	Installation of Mobile Network Tower by Airtel Rural Camp by the Department of Social Work PG St. Edmunds College



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### 1.3 Social Mapping cum Resource Mapping

Social mapping is a critical tool used to understand the social conditions of a local community. By collecting and analyzing information related to various socio-economic indicators, social mapping aids in planning community empowerment models. It identifies households based on factors such as status, skills, property, education, income, and more. Furthermore, social mapping explores where and how people live and examine the available social infrastructure, including roads, drainage systems, schools, and drinking water facilities. This is a method for collating and plotting information on the occurrence, distribution, access and use of resources within the economic and cultural domain of a specific community. Variations are introduced in selecting particular participant groups (e.g., gender) or in adding a further stage to generate topographic map-related information through a two-stage resource mapping process. Resource mapping is ideally preceded by a resource historical transect, which provides for a preliminary checklist of resource-related issues relevant to the community. The resource map provides useful information to help orient the transect walk, which generally follows. Information generated during the conduct of the latter further complements the outputs of the resource mapping exercise.

The Primary objectives of social and resource mapping are:

1. To identify and find out the information about the community structure and availability of resources (natural and manmade) within their geographic area.
2. To understand the village landscape and periphery, housing pattern and the distribution of population of the community
3. To gained insight on the utilization of the resources (Natural and Manmade) available in the village



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#### Process

On the 11th of June, 2024, MSW 2<sup>nd</sup> Semester students conducted Participatory Rural Appraisal (PRA) tool on Social Mapping and Resource Mapping in Mawlyndun village. The goal was to engage with the community to gather and map relevant data about the village's social and resource landscape with an aim to gather detailed information about the village's topography, natural and man-made resources, land pattern, infrastructure by engaging directly with community members.

In the process, the MSW students prepared for the mapping session by collecting materials such as coloured chalks, pencils, and chart papers. They chose an open space, specifically a road at the station of Mawlyndun village, to draw the map and locate community resources and assets. Hence, during the PRA, the students took on roles as facilitators and note takers to guide the activity and document the findings.

#### Finding

With community participation as an important means of community engagement, a community mobilization was a key part of the process in which the students engaged local people to participate in the session, resulting in the involvement of 8 community members who assist in identifying the village's resources. The event began with meeting a local community member who provided initial insights about the village which was then started with drawing on the road, marking the boundaries and locating the direction of North, East, South and West, and other significant locations. Thus, other participants provide an insightful assistance volunteered and joined them to help with the location of the resource and marking the boundaries of the village such as the parking lot, bus stand, village roads and concrete footpath, the station bay, and other community assets.

Shortly other participants marked and provided valuable information about the community assets and resources such Dorbar (Community) Hall, VEC Buildings, Schools (L.P and U.P School), Churches of Catholic and Presbyterian, Schemes and Grants for Toilets, Housing, and

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Developmental Work etc. The community members also mentioned the total numbers of households are 170 in the village with the population of approximately 800 people.

Furthermore, the participants locate and drew ancient traditional meeting place of the community during in ancient times. And from the map, they find out that the village has a tourist spot with beautiful waterfalls, ancient terrains and living root bridges and thus indicated the location of the Tourist Guest House present in the village. They also mentioned the important streams, including 'WahUmiam' which border the village, and 'Wah Shohleng', a common bathing and washing stream used by villagers.

Through the social and resource mapping exercise, the students identified several key features and resources within Mawlyndun village:

#### 1. Educational Institutions

The village hosts two schools:

- One Lower Primary (L.P.) School affiliated with the Presbyterian Church.
- One Upper Primary (U.P.) School managed by the government.

#### 2. Religious Institutions

There are two churches in the village belonging to different denominations:

- Presbyterian Church.
- Catholic Church.

#### 3. Community and Social Infrastructure

- One Anganwadi Center providing early childhood care and pre-primary education.
- One Commodity Storage Shed,
- One Community Compost Task

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- Multiple Solar streetlights,
- Several Water Taps (from PHE, JJM and Natural Sources).
- Multiple Public Dustbins across the village.
- One Football Ground serving as a recreational space for the community.
- Several water taps spread across the village, ensuring access to drinking water.
- One community hall used for various gatherings and events.
- One tourist Guest house accommodating visitors for tourism in the village.
- Concrete Footpaths connected from one block to other Blocks
- Two Natural springs for community drinking water and other domestic use.
- Two parking lots facilitating vehicle parking.
- The village is bordered by a river called “WahUmiam.”

The social mapping session took place in the evening with active participation from the community. Together, they navigated the village's directions (North, East, South, West) and marked the boundaries of different localities. They also counted the number of houses in each locality, concluding that there are a total of 170+ houses in Mawlyndun village.

Thus, this exercise provided a comprehensive understanding of Mawlyndun Village's layout, resources, and infrastructure, fulfilling the objectives of identifying community structures, natural and man-made resources, and government schemes in the area. The social mapping exercise in Mawlyndun village provided valuable insights into the community's social structure and resources. By engaging with the local people, the MSW students were able to collect detailed information about the village's infrastructure, services, and population. This data serves as a foundation for planning community development initiatives and empowering the local population. Through social mapping, communities can better understand their needs and assets, facilitating targeted interventions and sustainable development. With the assistance of the local people from the village, the social mapping and resource mapping were successfully completed.

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#### 1.4 Venn Diagram

A Venn diagram is a graphical representation of mathematical or logical sets depicted as circles or other shapes. These diagrams illustrate the relationships between different sets by showing their intersections, unions, and differences. Each set is represented by a circle, and the overlapping areas between circles show the common elements shared by the sets.

The primary objective of Venn Diagram are:

1. To understand and explore the relationship and the importance of various institutions with the village.
2. To gain comprehensive insights into the connections of various institutions and its significance within the community.
3. To understand the perception of the community people about the different internal and external institutions associated with the village.

#### Process

On June 11, 2024, the MSW 2<sup>nd</sup> semester students conducted a Participatory Rural Appraisal (PRA) on Venn Diagram in Mawlyndun to explore their relationships with various social institutions through community participation of the community members. The study involved visiting multiple rural households during morning and evening sessions to document residents' social interactions and affiliations. Twenty participants were involved, consisting of 15 males and 5 females, ranging from 18 to 80 years old.

#### Finding

Through the PRA, it became evident that community members in Mawlyndun maintain robust connections with a diverse array of institutions. These include educational institutions, Religious Institutions such as Churches for Christians and Seng Khasi for Niam Khasi, community support



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groups like Self-Help Groups and Anganwadi Centers, and local organizations such as the Socio-Cultural Club.



Economic entities such as markets, and financial institutions like Meghalaya Rural Bank, State Bank of India, and Apex Bank were also identified as significant nodes of interaction. Additionally, the community benefits from essential services provided by Gram Sevaks, Block Development Office, Primary Health Centers, Fair Price Shops, and various government schemes including MHIS, PMAGY, MGNREGA, and Public Health Engineering water supply. Furthermore, community members maintain meaningful relationships with their representatives,

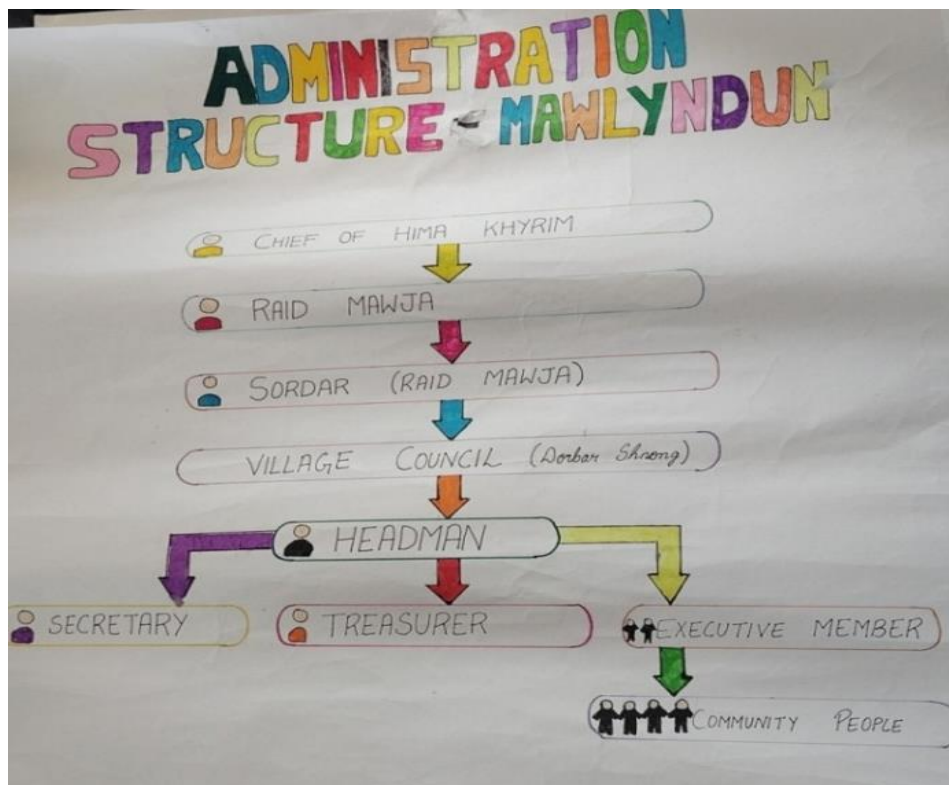
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including members of the District Council (MDC) and Legislative Assembly (MLA). This structured engagement highlights the cohesive and supportive social fabric within Mawlyndun.

**MAWLYNDUN VILLAGE ADMINISTRATION STRUCTURE**



This particular tool highlighted the community people's relationship with various Social institutions which are present inside and outside the village. It gives an insight on the connection of the people with these social institutions based on their personal and collective experiences. With this exercise it enable the community and the students to understand the importance of relationship which illustrate the significant means of community we feeling and build a firm bond of rapport with these institutions for their needs and services as to enhance their social support and maintain a meaningful and professional relationship between the two entity.

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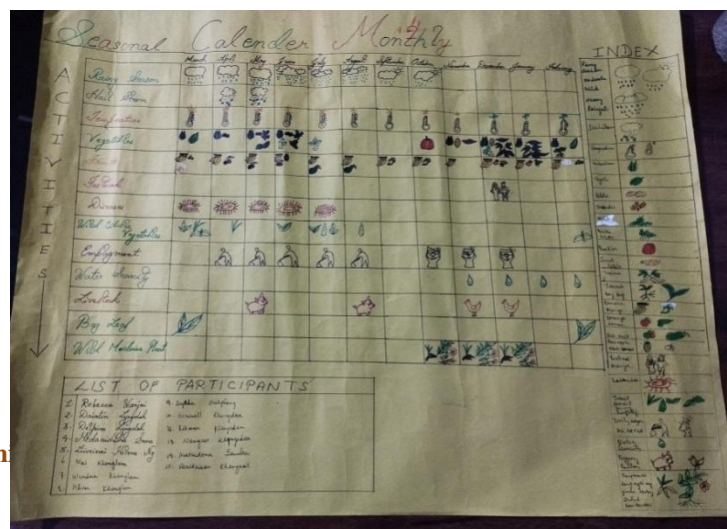


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The governance structure of Mawlyndun within Hima Khyrim is organized in a clear hierarchical manner. At the top is the Chief of Hima Khyrim (Syiem Hima Khyrim) who holds the highest authority and oversees the entire region. Directly beneath the Chief is the Raid Mawja, a traditional administrative unit led by the Sordar of Raid Mawja. The Sordar is responsible for managing Raid Mawja and reports directly to the Chief within Raid Mawja, local governance in Mawlyndun is handled by the Village Council, which is led by the Headman. The Headman is tasked with implementing decisions and managing daily village activities. Supporting the Headman is the Secretary who handles administrative duties and record-keeping, and the Treasurer, who manages the financial affairs of the village. The council also includes Executive Members, who assist with executive functions problem solving and decision-making process of the village. At the base of this hierarchical structure are the People, the general populace who are governed and served by the aforementioned leaders and administrative bodies. This structured approach ensures effective governance and community management within Mawlyndun village under the Raid Mawja of the Hima Khyrim.

**1.5 Seasonal Calendar**

Seasonal calendar is a visual represented of activities that take place over a year. It is useful exercise which attempt to determine seasonal pattern in rural areas. It offers a visual presentation of various activities that take place and participate in the community.



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The Primary Objectives of Seasonal calendar is:

1. To understand and determine the seasonal and cyclical pattern practice in the community
2. To gain insight on the impact and changes take place throughout the seasons
3. To collect information on the events and activities that takes place over a year.

#### Process

On the 11<sup>th</sup> June 2024, the MSW 2<sup>nd</sup> semester students conduct a PRA tool on Seasonal Calendar in Mawlyndun village. In this process they discussed and interact with the community members about the seasonal activities and events throughout the year. From this study, they learned and gained valuable information about the different activities such as agricultural, non-agriculture activities that take place over the period of time in which community people are engaged in a day to day life.

Further, the interaction explored the seasonal pattern in the community and allows to indicate the weather pattern, food security, livestock, livelihoods and employment, production pattern, diseases and cultural festivals and celebration. Thus, this enhance the season representation of key activities, events that occur during the year.



#### Finding

The Seasonal Calendar findings are mentioned below:

##### 1. Rainy season

The rainy season starts from March to October. There is heavy rainfall in the month of June till August.

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#### 2. Hailstorm

Usually, hailstorm occurrence in April and May

#### 3. Temperature

In the month of April and May there is extreme heat in the village.

#### 4. Water scarcity

The village water scarcity from the month of December and till February.

#### 5. Employment

(MGNREGA) Every alternative month of October till December the villagers get the MGNREGA (job card) for the 100 days and in the month of April till August the villagers they do the daily wages.

#### 6. Agricultural Vegetation

Some of the vegetable that the villager's plant are

- a) Mustard Leaves: In the month of January till February
- b) Yam: In the month of November till December
- c) Sweet potatoes and Tapioca: In the month of November till December.
- d) Potatoes: In the Month of June.
- e) Pumpkins: In the Month of October
- f) Chayote (squash): Spread throughout the season.
- g) Coriander: In the May till June
- h) Mint: In the Month of May
- i) Fish mint: In the month of February and April

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- j) Broom Cultivation: Main cash crop of the community people in the month of January and February.
- k) Bay Leave: a Cash Crop in the Month of February and March

#### 7. Fruits

The community people plant and grow various types of fruits. They are

- a) Orange and Lemon: In the Month November and December
- b) Jackfruit: In the Month June and July
- c) Pineapple: In the Month June and July
- d) Mango: In the Month of June till September
- e) Sohphie: In the Month of February and March
- f) SohJamun: In the Month of February and March
- g) Banana: Throughout the season
- h) Pomelo: In the Month of June

#### 8. Wild Edible Product

The villagers also eat wild edible vegetable for a nutrition diet and some of them are:

- a) Jabuit – In the month of July and August
- b) Jarait- In the month of March till July
- c) Tyrkhain - In the month of February and March
- d) Jaing – Month of May and June
- e) Lung siej (bamboo shoot) - Month of July and August
- f) Jamyrdoh: March till August
- g) DhaniaKhlaw: May till August
- h) Jyrlang: May-September



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#### 9. Livestock Breeding

Livestock rearing is commonly practice by the community people which serves as an additional source of income to the families.

- a) **Piggery:** It is commonly domesticate and practice by the community people for various purposes and that is breeding, meat production and the Pig dung for fertilizer. The Breeding process varies from households to households depending on the copulation period of mating.
- b) **Poultry:** Majority of the community people practice poultry as a livestock rearing in the village for the use of meat production, eggs for breeding and consumption and the poultry manure for agricultural purposes. Seasonally, the breeding pattern of the hens' ovulation is that it lays eggs and takes up to a period of 45 days for it to hatch and breeding is a common occurrence during summer and usually stops during the wintertime. Thus, this process varies from households to household depending on the mating time and maturity of the Hens.
- c) **Goatary:** Goatary is another form of livestock practice by the community people. However, only few people practice it for income generation where they trade to the butcher for meat production.

#### 10. Medicinal Herbs

Wild medicinal plants and herbs are natural products mostly consume and use in a traditional medicine practice by the community people for any medical purposes and treatment of several diseases and conditions which serves as a defense mechanism and protect the body from any form of sickness and ailment. These medicinal plants can be found in the month April or May and the community people cultivate in the month of October and November. Some of the medicinal plants that are found in the village are *Knupmawai*, *Lang Ngai Iong*, *Jirmi Iewtung*,



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*Syntiew Syier, Bet, Tiewlaisla, Kymbat Thiang, Soh Jaduh, Tiew saw, Tiew tem, Sla Sohpyriam, Sla Bilat, Snep Sohphi and Kpieng Dngiem.*

#### 11. Diseases

Earlier, Tuberculosis is highly prevalence disease in the village. However, with the precautionary measures and vital steps taken by Health Department, this particular disease is not common at present. There are other diseases and ailment such as Common Flu, Fever, Headache, and Diarrhea which occurs seasonally.

#### 12. Festivals and Celebrations

Festivals and Celebration is an important event in the village as it marked the annual cultural event known as '*Shad Mawja*', a traditional dance of the village under Raid Mawja which take place once a year in the month of December 3 days before the arrival of a New Year. This particular cultural dance comes in 5 forms of dances which they performed such as *Shad Tyngkhong, Shad Kyntuit, Shad Kiewing, Shad KynjohDohkha, Shad Syiar and Shad Mawja*. Apart from this cultural event, the community people celebrate their own belief and faith in the form of religious gathering during Easter, Christmas for the Christians and annual convention and celebration of Seng Kut Snem and Shad Suk Mynsiem for the community people belong to the Indigenous or Traditional belief system, the Niam Khasi, a monotheistic religion in nature of the Khasi people.

#### 1.6 Daily Activity Clock

The Daily Activity Clock illustrates the different kinds of activities carried out a particular day. It is useful for looking at relative workloads between different groups of people in the community. It is also one of the PRA tools used to explore daily activities along with the duration of those activities. It gives visual representation of the different kinds of activities which

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are carried out by the community members in their daily lifestyle. It is a popular method used to explore the activities of an individual, group or community on a daily basis. It depicts various activities that individuals or groups are involved in along with the duration of those activities.

The primary objectives of Daily Activity clock are:

1. To explore and evaluate the daily activity patterns of the community members.
2. To identify the people's daily time spend, their lifestyle and their living conditions.
3. To understand the daily working schedule of the community people.

#### Process

On the 11<sup>th</sup> June 2024, the MSW 2<sup>nd</sup> semester of the Department of Social Work-PG, St Edmund's College, conducted a PRA tool on Daily Activity Clock with the community people of Mawlyndun Village. This tool was used to gathered information about the daily activity of the community people, and compared them all together. The MSW students went and collect the required data from the people's respective place.



Initially, they started mobilizing through home visits in people's house and introduced themselves to the people and facilitate them about purpose of this PRA exercise. They inquired

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and asked several questions with regards to their daily activities carried out from the moment they get up in the morning till they go back to sleep at night. They divided the activity into 4 groups i.e. Men, Women and Children both Girls and Boys. Further, they gathered these targeted groups in one place and gathered the information separately for each group.

#### Findings

From the discussion, they were able to gather significant information about the daily activities of various targeted groups.

Sl. No.	Women		Men	
	Time	Activities	Time	Activities
1.	6:00 AM	Wake Up	5:00 AM	Wake Up
2.	6:30-8:00 AM	Cooking for Breakfast & Lunch	6:00 AM	Freshen Up
3.	8:00 AM	Breakfast	7:00 AM	Breakfast
4.	9:00 AM-12:00 PM	Household Chores	8:00 AM-5:00 PM	Labour/ Agriculture Engagement
5.	12:30 PM - 1:00 PM	Lunch	12:30 PM - 1:00 PM	Lunch
6.	1:00 PM - 2:00 PM	Leisure Time	5:30 PM	Evening Tea
7.	2:00 PM - 5:00 PM	Tuition their Children	6:00 PM - 7:00 PM	Rest
8.	5:00 PM	Evening Tea	8:00 PM	Dinner
9.	5:30 PM - 7:30 PM	Cooking for Dinner	9:00 PM	Leisure Time
10.	8:00 PM	Dinner	10:00 PM	Sleep
11.	9:00 PM	Leisure Time		
12.	10:00 PM	Sleep		



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#### Children (Girls)

Sl. No.	Girls		Boys	
	Time	Activities	Time	Activities
1.	5:00 AM	Wake Up	5:30 AM	Wake Up
2.	6:30 AM	Breakfast	6:30 AM-7:00 PM	Breakfast
3.	7:00 AM-8:00 AM	Household Chores	7:00 AM-8:00 AM	Cooking for Breakfast and Tiffin
4.	8:00 AM-8:30 PM	Get ready for School	8:00 AM- 8:30 PM	Get ready for School
5.	9:00 AM – 2:00 PM	School	9:00 AM – 2:00 PM	School
6.	12:30 PM - 1:00 PM	Lunch	12:30 PM - 1:00 PM	Lunch
7.	2:30 PM – 3:30 PM	Washing Clothes and Bathing	3:00 PM- 4: 00 PM	Home Study
8.	3:30 PM	Evening Tea	3:00 PM – 5:00 PM	Playing Time
9.	3:30 PM – 5:00 PM	Playing Time	5:00 PM	Evening Tea & Rest
10.	5:00 PM – 6:00 PM	Tuition	6:00 PM	Wash Up and Bathing
11.	6:00 PM- 7:00 PM	Home Study	7:00 PM	Dinner
12.	8:00 PM	Dinner	7:30 PM	Leisure Time
13.	9:00 PM	Leisure Time	8:30 PM	Sleep
14.	9:30 PM	Sleep		



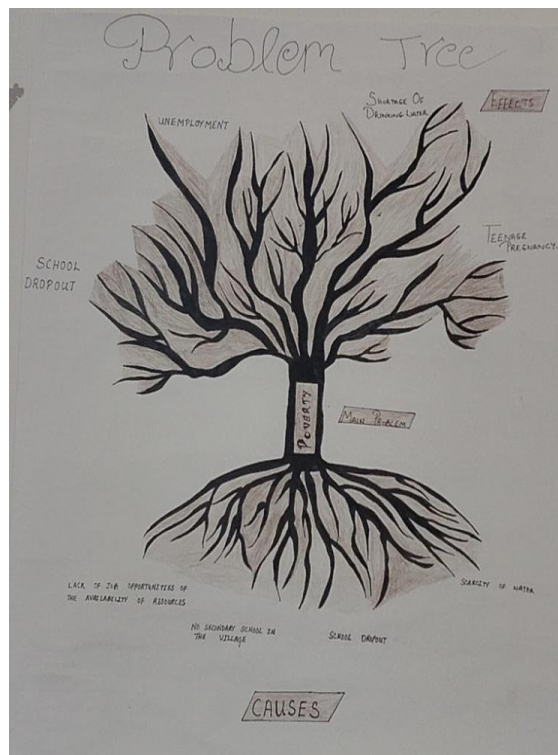
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#### 1.7 Problem Tree

Problem Tree is a Participatory Rural Appraisal tool which helps in identifying and analysing the causes and effects of a particular issue or problem. It facilitates recognise the causes and effects of the problems and enhance a better understanding on the chain of connected conditions and circumstances which results to the existing problem or situation. The Problem Tree consists of three main parts with its own representation and this includes Trunk, Roots and Branches. The Trunk represents the main problem, the roots represent the causes of the problem and the Branches represent the effects of the problems.



The primary objectives of the Problem Tree are:

- To understand and assess the common problem and challenges faced by the community.
- To explore the root causes and effects of the problems of the community people.

#### Process

The MSW 2<sup>nd</sup> semester of St. Edmund's College conducted a PRA tool on Problem Tree in Mawlyndun Village on the 11th of June 2024. In the process of interaction with the community people, the MSW student observed and learned that main problem and other situations faced by the community people which has adversely affect the living condition and no means of supports



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for sustaining their livelihood. This particular tool enable the students to understand and contemplate the situation and the living condition of the people in the rural communities with lack support and other means and source of income generation.

### **Finding**

The Major finding of the main problem is poverty and the hardship is distressful where people are deprive to get access to sustainable means of livelihood and improved living conditions for which the main causes of this problem is due to lack of employment, lack of education, absence of job opportunities and result in a financial constrain where they cannot meet their basic needs. Further, another problem faced was the educational facilities whereby the secondary school is not currently present in the village and this problem stems out to have a major effects leading to School Drop Out as many young children failed to continuing their higher education as the parents met with financial constraint where they cannot afford to send their wards to the nearby headquarter for their higher studies.

Another major problem of the community is the shortage of drinking water during winter and dry season where the water available in the village were polluted as its sources were from coal ore which is not safe for consumption and thus, this results for consuming of unsafe drinking water.

### **1.8 Pairwise Ranking**

Pairwise Ranking is a participatory tool which is primarily used for ranking a set of options and preferences using head to head pair to evaluate the most preferable option overall. It explored the people's perceptions and understanding on their views and opinions and informed decision making strategies. This tool is marked particularly and compared directly with the other preferences so as to emerge with a ranking from highest to lowest to determine relative preferences.



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#### Process

The MSW students conducted this PRA tool on Pairwise Ranking on 12<sup>th</sup> June 2024 in Mawlyndun Village. Initially, the MSW students started with a community mobilization to mobilise and seek people's participation for this activity as per their leisure time and free time. Since evening time is more convenient for the community people, they conducted this PRA tool in the evening with the participation of the community people. They started with facilitating the process of Pairwise Ranking by making them understand the objectives and the purpose of gathering important information as to enable the process of ranking the choices and preferences as per their own decision and opinion.

#### Finding

In the Pairwise Ranking, the community people points out the problems and challenges they faced in the village by allowing all the participants to be part in explaining the challenges and problems according to their perception and interpretation. The problems and challenges vary from persons to persons where they highlight and ranked the problem according to their view and understanding.

The major finding is lack of electricity which is repetitively a usual occurrence in the village especially during monsoons and every time when there is a heavy downpour. Another problem is lack of higher studies institutions in their village, absence of health care or sub centre in the village is also a challenge for the community people.

Eventually, with all the data and information gathered, the MSW student and the participants collectively drew a table for giving a pair wise ranking and facilitate them to compare and analysed the problems in a group setting. Thus, from the table, it give a graphical representation for the results that the main problem faced by the village is lack of Education.



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Types	Water	Health Care	Employment	Education	Transport	Electricity	Market	Score	Ranking
Lack of water		Health Care	Employment	Education	Transport	Electricity	Market	0	7
Lack of health care			Employment	Education	Health care	Healthcare	Healthcare	4	3
Lack of employment				Education	Employment	Employment	Employment	5	2
Lack of education					Education	Education	Education	6	1
Lack of transport						Electricity	Market	1	6
Lack of electricity							Market	2	5
Lack of market								3	4

The table presents a prioritization of community challenges, such as the lack of water, health care, employment, education, transport, electricity, and market access. The issues are ranked based on a score that likely reflects the community's perception of urgency or impact. Education ranks the highest with a score of 6, indicating it is the most critical challenge, followed by employment with a score of 5, and health care with a score of 4. These top three issues suggest that improving educational access, job opportunities, and healthcare services are considered essential for the community's well-being and development.

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On the other end of the spectrum, market access, electricity, and transport rank lower, with respective scores of 3, 2, and 1, while water ranks last with a score of 0. This suggests that, while these issues are still important, they are seen as less immediate priorities compared to education, employment, and health care. The ranking provides a clear indication of where the community feels resources and efforts should be focused to improve their living conditions.



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**Student-Led Problem-Solving Initiative**  
Department of Social Work-PG  
St. Edmund's College, Shillong

The students of the Department of Social Work-PG at St. Edmund's College, Shillong, are actively encouraged to address the needs of the communities they engage with. This hands-on approach helps them cultivate essential problem-solving skills while driving meaningful social transformation. As shown in the following programmes, students take the lead in initiating, implementing, and serving as resource persons, fostering a dynamic learning environment and impactful community development.

## **1. Awareness Programme on Substance Abuse**

**Date:** 16th March 2024  
**Targeted participants:** 200 community members, school students, and college students  
**Venue :** Community Hall, Lumdiengjri Locality

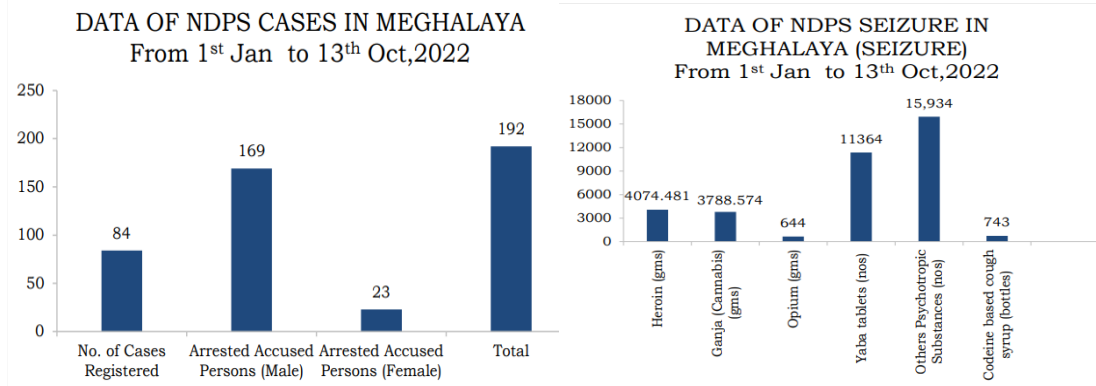
### **Introduction**

Substance use disorders pose a significant threat to the social cohesion of our state, adversely impacting individuals, families, and communities at large. The widespread dependency on substances not only jeopardizes personal health but also undermines the stability of families and societies. Drug trafficking and addiction are global phenomena, and Meghalaya is no exception to this pervasive issue (as seen in the figure below).



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Figure 1 & 2: Narcotic Drugs and Pshychotropic Substances Cases in Meghalaya



Source: Social Welfare Department. (2023). Drug Free Meghalaya

Therefore, in partnership with the Manbha Foundation, the Department of Social Work-PG at St. Edmund's College, Shillong, and Seng Samla Lumdiengjri, Shillong, organized an Awareness Programme on Substance Abuse in the Lumdiengjri Community on March 16th, 2024. The programme would not have been possible without the support and sponsorship of the Directorate of Social Welfare under the Drug Reduction Elimination and Action Mission (DREAM), East Khasi Hills District, Meghalaya.

**Objectives of the programme**

1. Increase community awareness about substance abuse.
2. Educate the community on recognizing early signs and symptoms of substance abuse.
3. Strengthen collaborative efforts between Manbha Foundation, the Police Department and the community.
4. Provide individuals struggling with substance abuse with information on where to seek intervention and support.

**Role Play**

In this programme, the MSW 1<sup>st</sup> semester social workers performed a skit entitled "Husiar ia la ka rai", which was written and performed by them. The story revolves around two

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friends, Dari and Kyrshan, who become entangled in drug abuse. While under the influence of drugs, Bala and Khraw witness their erratic behavior and decide to keep a distance from them because of their inability to communicate effectively.

A few weeks later, the four friends meet up at a local coffee shop, but the atmosphere is tense as Dari and Kyrshan ask for money to fuel their drug habit. The behavior of these two youths raises concerns among their friends, which prompts Kyrshan to discuss his struggles with depression and other issues with his friends.



In response to their friends' plight, Bala and Khraw suggest that they seek assistance from the Manbha Foundation, an organization dedicated to helping individuals who are suffering from drug addictions. Despite their efforts, they encounter drug dealers who offer free drugs on the way to the foundation, testing their resolve. Although tempted, Kyrshan remains steadfast in his determination to break free of his addiction. During his time at the foundation, Kyrshan finds solace and support from the counselor who provides him with guidance and assistance. Determined to turn his life around, Kyrshan embraces the opportunity for change. It is through the foundation's program that he undergoes a transformational journey, eventually reintegrating back into society and finding employment.



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Following his reunion with Bala and Khraw, Kyrshan expresses his deep gratitude for their unwavering support and pledges to help others facing similar challenges.



The Moral of the Story: Even in the darkest times, there's hope if you're willing to follow the path to recovery. It emphasizes the importance of seeking assistance and support as the crucial first step towards reclaiming one's life and embracing a brighter future.

### **2. Awareness Programme on Mental Health in school settings**

An Awareness Programme on Mental Health in school settings was organized by the District Mental Health Programme, East Khasi Hills District, Meghalaya, in collaboration with 2nd Semester MSW students from St. Edmund's College, Shillong, at Pamlakrai Village for the students of Lum Shyllong Secondary and Higher Secondary School.

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The event took place at Pomlakrai Community Hall on April 26, 2024. The resource person was Sir Truman E Basaiawmoit, a psychologist, accompanied by two students from St. Edmund's College, Vicky and Doreen. Miss Sara Nongrum, the Health Educator from Pomlakrai CHCs was also one of the speakers who emphasized the importance of deworming and demonstrated proper handwashing techniques to the students.

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**3. World No Tobacco Day 2024: Community Outreach Programme**



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#### 4. Crash Course on Spoken English

The Department of Social Work-PG and the Department of Education at St. Edmund's College organized a Service Learning Project, titled “Crash course on Spoken English” from June 11 to June 14, 2024, targeting students in classes 3, 4, and 5. This intensive course aimed to improve the students' basic English skills, focusing on vocabulary, self-introduction, and conversational abilities through interactive and engaging activities. This project was developed after the teachers of the school expressed that Spoken English is one of the weakness of the school students, hence, to resolve this issue this course was initiated by students of Social Work and Education of the college.

#### Objectives of the Programme:

1. Enhance students' confidence in speaking English.
2. Teach basic vocabulary and self-introduction skills.
3. Improve students' conversational abilities through interactive activities.

#### Brief about the Programme

On June 11, 2024, the student social worker and their classmates began the first day of the English crash course by organizing their efforts into groups to provide a comprehensive and interactive learning experience. They started by introducing themselves and their co-workers to the students, who struggled to introduce themselves in English. The primary goal of the crash course was to help the students confidently introduce themselves in English. The day began with basic vocabulary on body parts, such as ears, nose, cheeks, right hand, and left hand, before moving on to a poem about an ice cream man from their books. The social workers encouraged students to note and ask about any unfamiliar words.

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**Crash Course on  
Spoken English**



Date: 10<sup>th</sup>- 15<sup>th</sup> June 2024

Venue: **Mawlyndun Presbyterian Lower Primary School**

**Organized by**

Department of Social Work-PG, St. Edmund's College, Shillong

**In Collaboration with**

Department of Education St. Edmund's College, Shillong



Representatives from the Department of Education at St. Edmund's College joined the session, and the student social worker acted as a translator, as many students were not fluent in Khasi. The education students taught basic English questions, hobbies, and favorite fruits, and had the children draw their favourite fruits on the board. Interactive activities led by Vicky John Lamare, such as standing exercises and "pass the ball," engaged and energized the children, while breathing exercises helped them relax. The day concluded with the student social worker informing the students that lessons would continue the next day.

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On June 12, 2024, the student social worker Kimberly Pyrtuh continued the English crash course, focusing on improving introductions. They began with a fun song, “You put your right leg in,” to help students learn and differentiate their limbs in English. After the song, the focus shifted back to practicing introductions, with demonstrations and exercises provided by the student social worker and Kimberly. Other co-workers teaching classes III and IV also focused on the same introduction exercises to ensure consistency. Students practiced introducing themselves, showing significant improvement and confidence. The session ended with encouragement from the student social worker, who advised the students to study for their exams and to learn the poem “Ice Cream Man” for recitation the next day. The progress made was notable, with increased confidence and engagement in learning English.

On June 14, 2024, the final day of the English crash course, the student social worker and their team wrapped up an intensive and rewarding learning experience. They conducted revision sessions to reinforce the course material and practiced basic question and answer skills, showing significant improvement in conversational abilities. The children learned and sang four action songs, which helped them practice vocabulary and pronunciation in an enjoyable way. Basic





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manners, such as saying “sorry,” “thank you,” and “excuse me,” were also practiced, enhancing both language skills and social interactions.



The students were able to express their interests in English, boosting their confidence. A highlight of the day was the visit from Sir Daisinlung Sebastian Kamsuan, Project Coordinator of the Northeast Social & Behaviour Change Alliance, who observed the students confidently introducing themselves—a marked improvement from their initial shyness. The course was a fulfilling experience for the student social workers, and the children gained valuable skills that will support their future educational endeavours. The crash course successfully met its objectives, leaving a lasting positive impact and laying a strong foundation for continued learning.

### **Conclusion**

The crash course in English was a resounding success and provided a truly enriching experience for everyone involved. The student social workers were deeply fulfilled by witnessing the children's progress, while the students themselves gained valuable skills that will support their future educational endeavors. By the end of the course, the children had developed confidence in

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speaking English, learned basic vocabulary, and significantly improved their conversational skills. They were able to introduce themselves and engage in simple conversations, a testament to the effectiveness of the interactive activities and consistent practice sessions.



Overall, the course not only met its objectives but also left a lasting positive impact on the students. The tangible improvements in their language abilities demonstrated the success of the program, setting a strong foundation for their continued learning and growth. The fulfilment felt by the student social workers and the progress achieved by the children underscore the course's success in enriching their educational experiences and fostering their development in English.

### 5. Awareness Programme on Mental Health Promotion

On June 13, 2024, the student social workers from the MSW 2<sup>nd</sup> semester, placed for their concurrent fieldwork in the District Mental Health Programme (DMHP), conducted a comprehensive program titled “Mental Health Issues in School Settings” at Mawlyndun Village. This program was part of their rural camp activity in Mawlyndun U.P School. The event aimed to address various aspects of mental health and well-being relevant to school-going students. The

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initiative was organized by the Department of Social Work – P.G, St. Edmund's College, Shillong, in collaboration with the District Mental Health Programme (DMHP).



### Awareness Programme on Mental Health Promotion



☆  
**Date & Venue**  
13 June 2024 at Mawlyndun Upper Primary School

👤  
**Purpose**  
To educate students about the importance of mental wellbeing, reduce stigma, and promote coping strategies among school children.

💬  
**Resource Persons**  
Vicky John Lamare, Daphimaya Shylla, Doreen Liza Wahlang & Poonam Ray, MSW students

Department of Social Work-PG

### Objectives of the Programme

1. To raise awareness about mental health issues among students.
2. To provide information on factors affecting mental health in school settings.
3. To provide information on how to engage in recreational activities and physical activities for better mental health.

### Brief about the programme

The program began with an introduction and warm welcome from the head teacher at Mawlyndun U.P School. The social workers engaged with the students through interactive

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sessions and presentations by several MSW 2nd semester students, covering a wide range of mental health topics. This approach aimed to provide a comprehensive understanding of mental health and well-being relevant to school-going students.



The first session, led by Vicky John Lamare, focused on the definition of health and mental health components, highlighting that health is a state of complete physical, mental, and social well-being, according to the WHO constitution. Doreen Liza Wahlang then addressed crucial topics such as stress, adjustment difficulties, personality issues and body image, relationships, and depression. She emphasized how these issues impact mental health, from constant worrying and adaptation challenges to self-acceptance struggles and the importance of healthy relationships.

Following this, Poonam Ray delved into specific mental health challenges, including memory loss, insomnia, rapid heartbeat, headaches, trouble concentrating, procrastination, lack of patience, needing reassurance, panic attacks, stomach issues, sweating, avoidance, and overthinking. Finally, Daphimaya Shylla provided practical strategies for coping with anxiety,

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such as relaxation techniques like yoga, engaging in creative activities, spending time in nature, building connections with others, maintaining physical health through a balanced diet and regular exercise, and ensuring adequate sleep. These sessions collectively aimed to equip students with knowledge and tools to manage their mental health effectively.

### **Conclusion**

The Mental Health Issues in School Settings Program was a significant step in addressing the mental health needs of school-going students in Mawlyndun Village. The collaborative efforts of the student social workers and the DMHP brought valuable knowledge and resources to the students, promoting better mental health and well-being. Moving forward, continuous efforts will be made to support and educate students on mental health, ensuring they have the tools and understanding to lead healthier lives.

The program successfully raised awareness about mental health issues among the students of Mawlyndun U.P School. The students gained a better understanding of the factors affecting their mental health and learned practical strategies to manage stress, anxiety, and other mental health challenges. The interactive sessions fostered an environment of open discussion and support, encouraging students to seek help and engage in healthy practices for their well-being.

### **6. Awareness Programme on Substance Abuse**

The Awareness Programme on Substance Abuse was conducted on June 13, 2024, at Mawlyndun UP School. This initiative was organized by the MSW 1st semester students from St. Edmund's College, Shillong, in collaboration with the Department of Social Work-PG. The primary aim of the program was to educate students about the dangers of substance abuse and to



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promote a drug-free lifestyle. The event was designed to be informative and engaging, ensuring that students gained valuable insights into substance misuse and its impact.



### Awareness Programme on Substance Abuse



☆  
**Date & Venue**  
13 June 2024 at Mawlyndun Upper Primary School

👏  
**Purpose**  
To educate students about the dangers of substance misuse and promote healthy lifestyle.

💬  
**Resource Persons**  
Emdormi R Mairom & Enrich Well Toi,  
MSW students

Department of Social Work-PG

### Objectives of the Programme

- To educate students about the dangers and consequences of substance abuse.
- To provide information on the prevention, identification, and management of substance misuse.
- To engage students in interactive activities that will enhance their understanding of the topic and will motivate them to adopt a drug-free lifestyle.

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#### **Brief about the Programme**

The activities of the Awareness Programme on Substance Abuse began with a warm welcome from Kimberly, one of the student social workers, who introduced the resource persons and outlined the programme's focus on substance misuse. Enrich, another student social worker, provided an in-depth explanation of how substance misuse in school settings can negatively impact academic performance, health, and behavior. He highlighted the definition of substance misuse according to the World Health Organization, emphasizing its harmful effects.

A significant portion of the programme was devoted to presenting alarming statistics about tobacco use among school-going children in Meghalaya. Data from a SAN-KER study revealed that 96.4% of school children in the state reported tobacco use, with similar high rates observed in Nagaland and Sikkim. This stark data underscored the urgent need for increased awareness and preventive measures. Mr. Emdormi Mairom, another student social worker, continued the session by detailing various forms of substance misuse. The discussion covered alcohol, including its effects on judgment and coordination; cannabis, also known as marijuana or weed; tobacco, which contains addictive nicotine; sedatives like sleeping pills that can adversely affect health if misused; stimulants that increase brain activity; and other drugs used for medical purposes that can be misused.

The students also explored the multifaceted factors contributing to substance misuse. Personal factors such as genetics, age, gender, and personality traits were discussed, along with behavioral factors like peer pressure and experimentation. Environmental factors including family dynamics, socioeconomic status, and community attitudes were examined, as well as physical factors such as chronic pain and neurochemical imbalances, and psychological factors like mental health disorders, trauma, and low self-esteem.

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An interactive segment featured a creative drawing activity where students illustrated various forms of substance abuse. This engaging exercise not only reinforced the educational content but also allowed students to express their understanding artistically. The session concluded with a friendly contest to identify the best artwork, with prizes awarded to the winners. The programme ended on a heartfelt note with a special performance by a local villager, who sang a song expressing gratitude towards the student social workers and the Department of Social Work at St. Edmund's College. This performance added a personal touch to the event and highlighted the community's appreciation for the programme.

### **Conclusion**

The Awareness Programme on Substance Abuse at Mawlyndun U.P. School was a significant achievement. It effectively combined education with interactive elements to create a memorable learning experience. The programme not only raised awareness about the risks of substance misuse but also demonstrated the importance of community involvement in promoting a healthier lifestyle. The successful execution and positive response from both students and community members underscored the programme's impact and value.

The Awareness Programme on Substance Abuse successfully met its objectives. Students gained crucial insights into the dangers of substance misuse and its impact on health and behavior. The interactive activities, including the drawing contest and the special performance, enhanced engagement and reinforced the programme's key messages. The community's active participation and positive feedback reflected the programme's effectiveness in raising awareness and fostering a drug-free mindset.





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## **7. Awareness Program on Internet Safety**

On June 13, 2024, the MSW 2nd Semester students from St. Edmund's College conducted an awareness program on Internet safety at Mawlyndun Presbyterian Lower Primary School in Mawlyndun Village. This initiative was a critical component of their rural camp, designed to address the growing concerns around

mobile phone usage among children and to promote safer and more responsible online behavior.

### **Objectives of the Programme:**


1. To educate students about the dangers of excessive mobile phone use, including its impact on physical activity, social interactions, and overall well-being.
2. To identify common issues faced by students with their mobile phones, such as service problems and device-related challenges, and offer practical solutions.
3. To promote responsible mobile phone usage, encouraging students to balance their device use with other activities and responsibilities.

### **Brief about the Programme**

Upon arriving at Mawlyndun Presbyterian Lower Primary School, the student social workers were warmly greeted by the head teacher and introduced to the students by Miss D. Khonglam. The program began with a focus on building rapport through interactive activities. To create a comfortable and engaging environment, the student social workers led ice-breaking activities, including simple games and group discussions. These activities helped the students feel more at ease and open to participating in the program.



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**Awareness Programme on Internet Safety**



☆  
**Date & Venue**  
13 June 2024 at Mawlyndun Lower Primary School

👏  
**Purpose**  
To educate students about the risk of online activities and the overused of mobile phones.

💬  
**Resource Persons**  
Rebecca Warjri & Nebel Mary Suting,  
MSW students

Department of Social Work-PG

Following the ice-breakers, the students took part in an interactive worksheet activity where they were given small sheets of paper to write about their reasons for using mobile phones. This exercise aimed to gather insights into their mobile phone habits, preferences, and contexts of usage, setting the stage for deeper discussions about mobile phone use.

The educational presentation began with an introduction to mobile phones, explaining their functions and everyday uses. The student social workers highlighted the positive aspects of mobile phones, such as their utility for educational purposes, communication with distant family and friends, and emergency situations. Conversely, the presentation also addressed the disadvantages, including reduced physical activity, potential distancing from family and friends

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due to excessive screen time, and difficulties in focusing on studies and other important activities.

The program then moved to an interactive discussion segment where students participated in a group discussion, sharing their thoughts on the presented information. The social workers facilitated a conversation on balancing mobile phone usage with other activities and responsibilities. Additionally, students were encouraged to discuss any problems they encountered with their mobile phones, such as service issues or device malfunctions. The social workers provided practical advice and solutions to address these concerns, ensuring the students left with a clearer understanding of responsible mobile phone usage.

### **Conclusion**

The Internet safety awareness program at Mawlyndun Presbyterian Lower Primary School was a significant step toward educating young students about responsible mobile phone use. By addressing both the benefits and risks associated with mobile devices, the program equipped students with the knowledge needed to use technology wisely. The interactive approach fostered a supportive learning environment, allowing students to openly discuss their experiences and concerns. This initiative not only raised awareness about mobile addiction but also promoted healthier technology habits among the students, aligning with the broader goals of the rural camp and contributing to the overall success of the community outreach efforts.

The awareness program successfully met its objectives by engaging students in meaningful discussions about mobile phone usage. Through the activities, students gained a clearer understanding of both the positive and negative aspects of mobile phones. They were encouraged to reflect on their usage patterns and consider ways to balance their online activities with other



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aspects of their lives. The feedback from the students indicated that they found the information valuable and applicable to their daily routines.

**8. Enhancing Rural Schools Education through Building as Learning Aids (BALA): A Social Work Service-Learning Initiative**

Building as Learning Aids (BALA) is an innovative approach to enhance the quality of elementary education through the innovative use of school buildings. The objective is to maximize the educational value of school assets, particularly the physical spaces in order to create an environment that is child-friendly and interactive. In this project, BaLA is being integrated with service learning to address community needs, with a particular emphasis on rural schools also fostering holistic development of college students.

During the Rural Camp Pre-Visit to Mawlyndun Village on the 14<sup>th</sup> of May 2024, the Department of Social Work-PG, St. Edmund's College team had the opportunity to interact with the teachers of Mawlyndun Presbyterian Lower Primary School regarding the educational needs of the students. The teachers expressed that the students significantly lack proficiency in English and requested that the college team can address this area during Rural Camp 2024.

Responding to this, the Department of Social Work-PG, St. Edmund's College, Shillong developed the "*Enhancing Rural School Education through Building as Learning Aids (BaLA): A Social Work Service Learning Initiative*" project to be implemented as part of the Rural Camp 2024. This project is supported by the State Project Director, Samagra Shiksha Abhiyan & Director of School Education and Literacy, Government of Meghalaya, India.

Mawlyndun Presbyterian L.P. School was selected for this project because of its critical role in the community. As the sole primary educational institution in the village, it provides a foundation for learning and growth. By supporting the renovation of the school's walls to create



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a child- friendly environment, we aim to enhance the educational opportunities for these children, helping them achieve a better future and creating a lasting impact on the community.

#### Objectives of the Project

1. To transform the rural school infrastructure I dynamic learning aid that facilitates active n experiential learning.
2. To create a child-friendly learning environment the classroom.
3. To provide college students with hand experience in meeting the needs of the commonly and learning by getting in touch with real world issues.

#### Project Implementation

##### Phase 1: On-Site Visit and Needs Assessment

1. **Needs Assessment:** An on-site assessment of Mawlyndun Presbyterian Lower Primary School Was conducted to identify the students' weaknesses, and the teachers claim that students are particularly lacking in English skills.
2. **Proposal and Permission:** Obtain permission from the school to implement the project and discuss the use of the building for educational purposes.



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**Phase 2: Resource Mobilization and Planning**

1. **Resource Mobilization:** Write a project proposal and secure funds from the State Project Director, Samagra Shiksha Abhiyan & Director of School Education and Literacy, Government of Meghalaya, India. Prepare and purchase the necessary materials, including paints and sketching materials, as well as any other tools required.
2. **Designing a Strategic Art Plan:** Develop a strategic plan for integrating educational content into the school's physical spaces through creative art and design, considering the educational needs of the students.



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**Phase 3: Implementation and Handover**

1. **Wall Preparation and Artistry Design:** Based on teacher suggestions, two classrooms, Classes 3 and 5, were chosen for the project. The walls of these classrooms were whitewashed in preparation for the artistic designs that would be painted on them. In each classroom, volunteers sketched and painted educational and interactive designs that were tailored to the needs of the students. The students were actively involved in the painting process, which enabled them to become active participants in creating a new learning environment.
2. **Project Handover:** Upon completion, the team handed over the new learning spaces to the school through the Head teacher, to ensure that they can be maintained and used by the school. In addition, the team suggested how teachers could utilize the wall as an activity based learning area where they could engage students with games.



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### **Building as Learning Aids Concept**

Students from St. Edmund's College have created an educational canvas for younger school students by illustrating key concepts from Class III and Class IV curricula. The following concepts were incorporated into building learning aids in order to enhance students' learning and understanding:

- **Class III**

The use of colourful depictions of geometric forms in Class III is beneficial for elementary students in developing a visual understanding of geometric forms. The representation of the four seasons acquaints children with seasonal changes and cultivates a sense of appreciation for nature's rhythms. The days of the week and months of the year are displayed in an artistic manner to assist in the learning of the basics of time and calendar. The height measurements are vividly displayed for users to gain a better understanding of size, and as a fun activity,

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they may use them to measure themselves and their friends. In addition, the inclusion of different shades of colours within the artwork enhances the ability of the children to differentiate colours and identify shades, thereby stimulating their sense of sight. With the inclusion of a “Visual Symphony of Air, Water, and Land”, an immersive exploration of natural environments is created that sparks curiosity and learning.



- **Class V**

In Class V, college students have used their artwork to illustrate important social and temporal concepts. A bilingual set of classroom etiquette guidelines serves as a visual reminder of proper behavior as well as encouraging a respectful learning environment and enhancing their ability to speak English. Positive social interactions among students are reinforced by paintings demonstrating good manners. In their drawing, the colours of the rainbow are vividly depicted, capturing the fascination and wonder of natural phenomena

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while reinforcing the knowledge that has already been acquired. In this class, time concepts, such as the length of a minute and a year, are creatively illustrated to present students with a better understanding of time and the passage of time, enhancing their ability to manage their time effectively. The use of these visual representations not only enriches the educational experience of younger students, but also inspires them to explore and deepen their understanding of these concepts.



### Conclusion

The transformation of rural school infrastructure into dynamic learning aids led to a profound shift in how education within the community was perceived and experienced. Efforts to create a child-friendly learning environment had a significant impact on rural education. The renovated infrastructure also instilled pride in the community and fostered a sense of belonging as they witnessed tangible improvements in their school.

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A significant contribution to the success of this project has been the state government's financial support, the dedication of college students and teachers as well as community involvement in this rural school. This project can serve as a model for other schools and communities to utilize the walls as a means of advancing innovative educational practices in order to help shape a brighter future for our children.

The project aimed to create a friendlier school environment for rural children. We wanted the classrooms to spark curiosity and interest. Using these renovated spaces, they could grasp their lessons better by seeing how things work in real life. As student social workers, we felt fulfilled using our skills to make learning enjoyable and foster curiosity among rural children encouraging them to stay in school. Being part of this effective learning solution has help us see the value of our education.