

2023

# Rural Camp: Pahammardoloi Village



Department of Social Work-PG

St. Edmund's College

5<sup>th</sup> – 10<sup>th</sup> June 2023

## Table of Contents

1. Introduction.....	2
1.1 Objective of the camp .....	2
1.2 Rural Camp Theme .....	2
2. Profile of the Village .....	4
2.1 Demographic Profile of the Village .....	5
2.2 Facilities in the Village.....	5
3. Programme Schedule: Rural Camp 2023 .....	7
4. Details of the Activities.....	8
4.1 Participatory Rural Appraisal .....	8
I. Transect Walk: .....	9
II. Social Mapping .....	12
III. Seasonal Calendar .....	14
IV. Venn Diagram .....	17
V. Daily Activity Clock .....	18
VI. Problem Tree.....	22
4.2 World Environment Day Tree Plantation Drive.....	23
4.3 Awareness Programme on Personal Hygiene .....	24
4.4 School Kitchen Garden Workshop .....	27
4.5 Awareness Programme on "Proper and Improper Touch" .....	29
4.6 Awareness Programme on Adolescent Health .....	31
4.7 Awareness Programme on "Internet Safety" .....	34
4.8 Awareness Program on Skills Development and Entrepreneurship .....	36
4.9 Community Mobilization.....	40
4.10 Community Cultural Programme .....	42
4.11 Building as Learning Aids Programme .....	46
4.12 Cleaning Drive .....	48
4.13 Self Evaluation Meeting .....	50
5. Students' Reflection about the Rural Camp.....	52
6. Conclusion .....	56
Annexure .....	58
Annexure 1: List of Participants.....	58
Annexure 2: Event Posters .....	59

## 1. Introduction

The Model Curriculum of Social Work stipulates that the rural camp is a mandatory component of the Master's Degree in Social Work (UGC, 2001). Every year, the Department of Social Work-PG of St. Edmund's College, Shillong conducts a One Week Rural Camp for the students of social work in their second semester. This year's Rural Camp was held at Pahammardoloi Village, Nongpoh, Ri Bhoi District, Meghalaya from 5<sup>th</sup> -10th June 2023.

### 1.1 Objective of the camp

1. Develops an understanding of the rural social system with particular reference to a specific group of people living in poverty.
2. Gain insight into the value of living in a group in terms of self-development, interpersonal relationships, sense of organization, management, and taking on responsibility.
3. Prepare for (planning), organize, and implement the camp, which will include developing skills related to time management, effective communication, teamwork, handling relationships, handling conflicts, handling differences of opinion, making decisions, evaluating, appreciating, transferring resources, tasks, learning problem solving skills, and cooperating.
4. The learners should be encouraged to address basic civic needs of society through concrete tasks.
5. To identify and understand better the Community's Strengths and Weaknesses, its resources, assets and to integrate the various potentials of the Community.
6. To engage the students to participate actively in the planning, implementation, and presentation of their experiences.

### 1.2 Rural Camp Theme

**Khasi Dialect:** *“I’u Symbai u Rnai Ngin Bet ha Khyndew, B’la Aibuin Aithiang na ka Ramew Meirisawkun ai kan Sara ia Spah Tynrai ba don ha ka”*

**English Translation** “Cultivate the Seed in the Soil, Breastfed by the Mother Earth Nurturing by the Mother Natural Surroundings, for its Rich Cultural Biodiversity”

This theme connotes and imply the sowing of the seed of sustainability from the nature to nurture its own for growing and developing in the laps of the Mother Nature that filled with all the rich

biodiversity that exist in the Mother Nature. This theme emphasize on the idea of sowing the seeds of development for fostering a sustainable living. It encompasses the aspects of development which needs to be nurture and starts with a firm roots which connects the present to a sustainable future. The seed can be reflected as imprint that can be cultivated in the community with the aspect of growth and development be it social, economical, political cultural and psychological. Therefore, nurturing the seed of sustainable can be conceptualized with the community initiative through indigenous knowledge and practices by developing a sense of belongingness and responsiveness towards the sustainable societal goal of preservation and conservative approach towards development.

It is believed that the Khasis embrace so much of a respect and affection towards a ‘Mother’ who takes cares and nurture her offspring till they are grown up with the unconditional love and affection. Likewise, the Mother Nature itself breastfeed its own entity and ensures that its ecological surroundings and the natural livings survives and sustain their life from generation to generation. In addition, it can be reflected that the Mother Nature itself personifies the natural surrounding with its own paramount element and quality of nurture and takes care of its own natural creature and inhabitants. Thus, it gives a sense of we-feeling and connectedness between man and nature to utilize and preserve the rich biodiversity with its flora and fauna and its natural resources that exists in the laps of nature. Hence, this recognizes the capacity of efficient utilization of natural resources for productivity by protecting and conserving the rich culture, tradition and customary practices in attaining sustainable livelihoods among its inhabitants the rich cultural biodiversity of our society.

***Symbai u Rnai:*** This is a hypocorism which can be translated to a ‘*Seed*’.

***Aibuin Aithiang:*** This is a hypocorism which literally means ‘*Breastfeeding*’

***Ramew:*** This term refers to the ‘*Mother Nature*’

***Meirisawkun:*** This term refers to the ‘*Mother Natural Surrounding*’.

***Sara:*** The term ‘*Sara*’ can be translated to ‘*Nurture*’.

***Spah Tynrai:*** This term refers to the ‘*Rich Cultural Biodiversity*’.



## 2. Profile of the Village

The Based on the 2011 Census data, the village code for Pahammardaloi village is 277579. Pahammardaloi village is located within the Umling Sub Division of the Ri-Bhoi District of Meghalaya, India. The village is located 5 kilometers from the district headquarters Nongpoh and 16 kilometers from the Sub-District Headquarters Umling (Tehsildar/Block Office). Its total area is 407.14 hectares. The area of Pahammardoloi falls under the jurisdiction of Elaka Nongpoh and Ms. Louis Syngkli is the headman of the village.

A total of 357 people live in Pahammardaloi village, out of whom 185 are males and 172 are females. There are 66 households in this village.



## 2.1 Demographic Profile of the Village

Demographic		Female	Male
1.	Total number of household	66	
2.	Total Population	357	
		172 F	185 M
3.	0-3 years old	25	
		13 F	12 M
4.	3-6 years old	26	
		12 F	14 M
5.	6-10 years old	34	
		16 F	18 M
6.	10-16 years old	72	
		37 F	35 M
7.	16-19 years old	36	
		14 F	22 M
8.	19-35 years old	69	
		34 F	35 M
9.	35 years and above	95	
		46 F	49 M
10.	Differently Able Persons	4 people above 18 years	

## 2.2 Facilities in the Village

### Education Facilities

There are two schools in Pahammardoloi village which are both private run schools, namely

1. Pahammardoloi Roman Catholic Lower Primary School
2. St. Mary's Secondary School

The village does not have an Anganwadi Centre. In order to pursue higher education, students go to the closest higher secondary school, such as St. Paul's Higher Secondary School, Alpha English Higher Secondary School, and others, located in Nongpoh. The Ri Bhoi College is another

educational institution in Nongpoh for those who wish to continue their educational pursuits.

**Community Facilities:**

- A total of 15 street lights are powered by solar energy in the village. It should be noted, however, that some of them do not work. The street lights were sponsored by FXB India Suraksha.
  - The village has one Community Hall.
  - The community has its own set of community cooking utensils that members of the community can use whenever they need them. One of the rules that they must comply with is to return them in the same condition as when they received them.
  - There is 1 **Fair Price Shop** that caters to two villages: Nongkhrah and Pahammardoloi village. As for the distributor, a Joint Action Committee, nominated every three years, was elected between the villages of Pahammardoloi and Nongkhrah. As a result, the Fair Price Shop will be located in any of the villages, depending on the location selected by the distributor.
  - There is a Women Wing (Seng Longkmie) as well as a Youth Wing (Seng Samla) present in the village.
  - A community forest covering more than 40 acres is located in the village.
- 
- **Water Facility:** From 2022, all households in the village are provided with access to tap water at their own homes. The project was sponsored by JJM (Jal Jeevan Mission). Throughout the village, there are two sources of water that supply water to every household.
  - **Health Facility:** A clinic is located at St. Mary's School to treat minor illnesses among the local population. The clinic is staffed by a nurse and a helper. The clinic charges a private rate for its services. The main health concerns in the village are coughing and diarrhea.

**Other Information about the Village**

- **Main Occupation:** Farming is the main occupation in the village. Among the daily wage earners in this village, the male daily wage is 300 rupees, while the female daily wage is 250 rupees.

- As well as providing solar-powered street lights, FXB India Suraksha is also undertaking an agricultural project from 2019 to 2021. In this project seeds were provided and awareness programme relating to agriculture.
- Every year, the village used to celebrate Shad Sajer, a kind of Thanksgiving Festival and Shad Rah Kynthei. Both of these traditional dances are part of the Shad Shut Wait category.
- A few community members from the village of Pahammardoloi are involved in making traditional Khasi instruments. The village owns a set where these instruments can be rented.
- There are two Self Help Groups in the village, each consisting of approximately 10 to 12 members. It is based on the concept of SHGs, whereby members help one another harvest the fields and instead of paying the minimum daily wage, they will pay approximately half of it, and they will rotate between each other's fields according to the rotation schedule.
- A number of the villagers are experiencing financial hardship, unemployment and alcoholism.

### 3. Programme Schedule: Rural Camp 2023

Sl. No.	Date	Activity	Collaboration Unit
1.	5 <sup>th</sup> – 8 <sup>th</sup> June 2023	Participatory Rural Appraisal	Community People, Pahammardoloi Village
2.	5 <sup>th</sup> June 2023	World Environment Day Tree Plantation Drive at RCLP School and St Mary's Secondary School	Divisional Forest Office, Ri- Bhoi District, Meghalaya
3.	6 <sup>th</sup> June 2023	Awareness Programme on Personal Hygiene	Pahammardoloi RC Lower Primary School
4.	7 <sup>th</sup> June 2023	Workshop on School Kitchen Garden at St Mary's Secondary School	North East Slow Food & Agrobiodiversity Society, Shillong
5.	8 <sup>th</sup> June 2023	Awareness Programme on Proper Touch and Improper Touch	Pahammardoloi RC Lower Primary School
6.		Awareness Programme On Adolescent	Adolescent Friend's Corner,

		Health at St Mary's Secondary School	Ganesh Das Hospital, Shillong
7.		Awareness Programme on Internet Safety	Social Work Alumni, St. Edmund's College
8.		Awareness Program on Skill Development And Entrepreneurship	PRIME Meghalaya and Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY), Umling C&RD Block
9.	9 <sup>th</sup> June 2023	Cultural Programme	Community People, Pahammardoloi Village
10.	6 <sup>th</sup> – 10 <sup>th</sup> June 2023	Building As Learning Aids (BaLA) Programme	Department of Social Work-PG
11.	10 <sup>th</sup> June 2023	Cleaning Drive	Department of Social Work-PG

## 4. Details of the Activities

### 4.1 Participatory Rural Appraisal

#### Introduction

Prior to the onset of PRA, development programmes, projects and initiatives has been very much unilinear and isolated in its approach. This resulted in the failure of the programmes and projects to identify the needs and acknowledge the local communities. Development has always been seen from an outsider's perspective based on the limited little available knowledge and literature. Development had very little or negligible impact on the lives of the local communities. It was in the late 1980's that there was a paradigm shift in development practices realising the need to change the approach towards development by adopting the bottoms-up approach. This approach was focused on identifying the felt needs through understanding ground realities. In doing so it acknowledged the need to adopt a new approach which is people centric. The lesson learned from data gathering and collection through the structured and semi-structure format in the form of questionnaire and interview schedule showed

constricted and limited information and opinion from the local communities. Hence, they desired an approach which is more flexible, cost effective and limited time consumption and which allows participants to express more of their opinion. The solution to this was the introduction of participatory approach in development practices. Participatory Rural Appraisal (PRA) developed in the late 1980's to incorporate the essence of community participation as an integral component of PRA. It is a form of reversal learning as the community members play an important role in sharing vital information about the community to the facilitators. The professional or experts conducting the PRA are more of a facilitator and observer in the process of conducting PRA. The approach encourages practitioners to keep in mind the local or indigenous knowledge of the community which can provide practitioners with valuable information to know more about the community and its practices. Its approach is very simple which allows even the illiterate to interact with the practitioners and provide them with important inputs. Its flexibility in nature allows participants to interact with the practitioners through symbolic interaction by using materials that are available within the surrounding of the community. PRA is an assessment and learning process that empowers practitioners or people to create the information based they need for participatory planning and action. Outsiders contribute facilitation skills and external information and opinions. The approach aims to incorporate the knowledge and opinions or the rural people in the planning and management of development and projects and programmes. PRA is also used as an approach for collecting valuable qualitative data on different dimensions of the community. Many different tools have been for developed use in PRA. Many different tools have been developed that can be used while conducting PRA.

### **I. Transect Walk:**

Transect Walk is another PRA method used to explore the spatial dimensions of people's realities. It has been popularly used for natural resource management. It provides a cross sectional representation of the different agro-ecological zones and their comparison against certain





parameters including topography, land type, land usage, ownership, access, soil type, soil fertility, vegetation, crops, problems, opportunities and solutions. A transect is different from resource map despite areas of overlap. The resource map provides a bird's eye view of the locality with a focus of natural resources. A transect, however depicts a cross sectional view of the different agro-ecological zones and provides a comparative assessment of the zones of different parameters.

Applications of Transects has been used for various purposes including:

- Appraisal of natural resources in terms of status problems and potential
- Verification of issues raised during other PRA exercise particularly during social mapping, natural resources mapping, etc.
- Planning of various interventions and checking the relevance of the planned interventions.
- Monitoring and evaluation of interventions and projects.



### Interpretation:

With the assistance of four local guides, the MSW 2<sup>nd</sup> semester students began the transect walk from the football ground near RCLP school, and proceeded to walk through the village until they arrived at RCLP school. These local guides provided students with a wealth of information about the village.

Firstly, the students were informed about the public toilets and washrooms which was a scheme by FXB India Suraksha and HDFC. But the utilities are not being used by the community people anymore. There are 15 street lights, some are working and some are not. There are also piggeries and water taps in the village that Francois Xavier Bagnoud (FXB) India Suraksha and HDFC have contributed.



The Mahatma Gandhi National Rural Employment Guarantee Act 2005 (MGNREGA) scheme was used to construct *Kutcha* road, footpath and pigsty in the village. Every household in the village receives water through water taps from a single water tank that is the part of Jal Jeevan Mission scheme by government.

It was discovered that farming is the primary source of the local people who raised a variety of crops including oranges, betel nuts, tomatoes, and cucumber in addition to pineapples. In the village there are also a lot of jackfruit trees. The village is surrounded by paddy fields, and man-made ponds can also be found which are privately owned. Through the transect walk, it was discovered that there are several privately owned poultry farm, piggery in the village which are also one of the people's sources of income, there are two greenhouses in the village seen during the transect walk.



The students of social worker found out an ITI (Industrial Training Institute) and a Polytechnic building which was under construction. Social worker students also found out there is one Pahammardoloi RCLP school, one St. Mary's SEC school, a Community Hall, 4 Shops and a Bus Shed in the village.



## **II. Social Mapping**

Social Mapping is the most popular method of Participatory Rural Appraisal. The focus of the tool is on the depiction of habitation, patterns and the nature of housing and social infrastructure like roads, drainage system, schools, drinking water facilities, etc. Social mapping is different from other regular maps in significant ways;

- It is made by local people and not by experts.
- It is not drawn to scale. It depicts what the local people believe to be relevant and important for them.

The chief feature of a social map is that, it is a big help in developing a broad understanding for the various facets of social reality viz., social stratification, demographics, settlements pattern and social infrastructure. The diverse application of social map includes;

- Developing a comprehensive understanding of the physical and social aspects of village life.
- Collecting demographic and other required information household-wise.
- Providing a forum for discussions in high to unravel the various aspects of social life.
- Serving as a monitoring and evaluating tool.

### **Use of Social Mapping:**

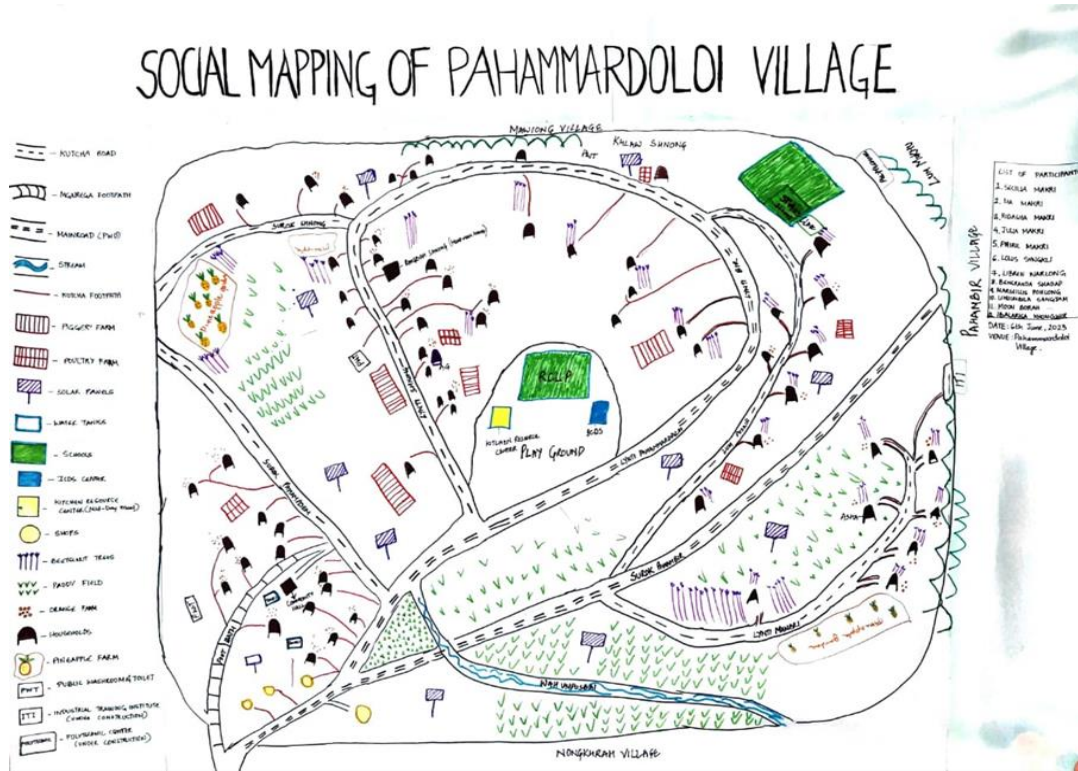
- Exploring community structure, organizations and processes. Identifying who lives and where in a community.
- Identifying different social groups using locally defined criteria and discussing social inequities.
- Identifying the location of different social groups in relation to key resources, including biodiversity and ecosystem services, and the community structures and processes that may be relevant in influencing the distribution of benefits.
- Identifying which community members may be most vulnerable to various hazards and risks, including those resulting from climate change, and discussing coping strategies and opportunities.





**Interpretation:**

The total area of Pahammardoloi village is 407.14 hectares. The surrounding villages are Mawiong to the North, Nongkhrah to the South, Pahambir to the East and Mukhu forest to the West. The village has one main road that goes Pahambir village whereas the road that surrounds the entire village are *Kutchra* and MGNREGA roads. There is only one MGNREGA footpath in the entire village and the rest are *Kutchra*. Pahammardoloi has one stream that flows during summer and its name is Wah Umpusbai.



From the map, it can be seen that the main occupations of the people are pineapple cultivation, piggery farming, poultry farming, beetel nut cultivation, orange cultivation and paddy cultivation. The village has semi-clustered and dispersed settlements with a total number of sixty-five houses. The types of houses are cottages, huts and cemented. There are a total of fifteen solar panels but only ten are functioning. The main source of water is tap water by Jal Jeevan Mission (JJM). There are two schools and they are Pahammardoloi Roman Catholic Lower Primary School and St. Mary's Secondary School. The Village has one Community Hall, one Integrated Child Development Scheme (ICDS) Centre and one Kitchen Resource Centre. There are four shops in the entire village. It also has a number of three public washroom toilets implemented by Francois Xavier Bagnoud (FXB) by India Suraksha and HDFC Bank. There are two water reservoir tanks funded by International Fund for Agricultural Development (IFAD). There are two under construction institutions and they are Industrial Training Institute (ITI) and Polytechnic Centre. The village also has one Pharmaceutical Clinic run by the sisters of St. Mary's School. There is one sacred forest called Khlawshnong near Mawiong village.

### III. Seasonal Calendar

Seasonal Calendar is a visual representation of activity that takes place over a year. It is a useful exercise which attempt to determine seasonal pattern in rural areas. It offers a visual presentation of the various activities that are taken place and practice in the community.

#### Objectives:

- 1) To learn about the changes in livelihood over the years.
- 2) To collect information based on the activities and population over the year.
- 3) To show the seasonality of agricultural, cultural and non-agricultural work load, rainfall pattern, food availability, human diseases, gender specific income and expenditure, water and holidays.
- 4)



### Interpretation:

The MSW 2<sup>nd</sup> semester of St Edmund College, Shillong conducted a PRA tool on Seasonal Calander with the community members on the 6<sup>th</sup> June, 2023 in Pahammardaloi village. During the interaction with the community people, the MSW 2<sup>nd</sup> semester learned about the different activities such as agricultural, non-agricultural activities which the community people are engage in their daily life. They also learned about the different seasons and diseases which the people of the community faced.

### The following are the findings:

1. **Rainy season:** The rainy season starts from April to October. There is heavy rainfall in the months of June, July and August and also high chances of hailstorm in the month of April.
2. **Temperature:** In the month of April to September there is extreme heat in the village.
3. **Water Scarcity:** The village faced water scarcity from the month of February till May.
4. **Employment (Job card):** Every alternative month the villagers get Job Card for 100 days. But it depends on how the government provides the materials to the community people.
5. **Staple Vegetable:** In the month of January to March the villagers grow capsicum as their staple vegetable.
6. **Wild edible vegetables:** The villagers also eat wild edibles for a nutritious diet and some of them are:
  - a) ***Ja-ir:*** From the month of June to October.
  - b) ***Ja-jew:*** Month of June till November.
  - c) ***Jewla, Jadoh blang and Peiñtelo (Jamujlok):***  
The whole year
  - d) ***Jalang jar:*** Month of May till October.
  - e) ***Ja-ļong:*** Month of April till November.
  - f) ***Pashor Khlaw:*** Month of April and May.





7. **Rice**: Month of June till November.

8. **Fruits**: The villagers grow various types of fruits. They are-

a) **Orange**: Month of June to November.

b) **Jackfruit**: Month of January to July.

c) **Pine apple**: They planted twice in a year that is from April to June and again from October to December.

d) **Papaya**: Month of September to October.

9. **Bettle nut**: Month of May till December.

10. **Bay leaf**: Month of June till next year February.

11. **Diseases**:

a) **Flu and cough**: The villagers get in the month of December because of the change in the weather.

b) **Malaria**: Most of the community people suffer from Malaria in the month of June, July and August.

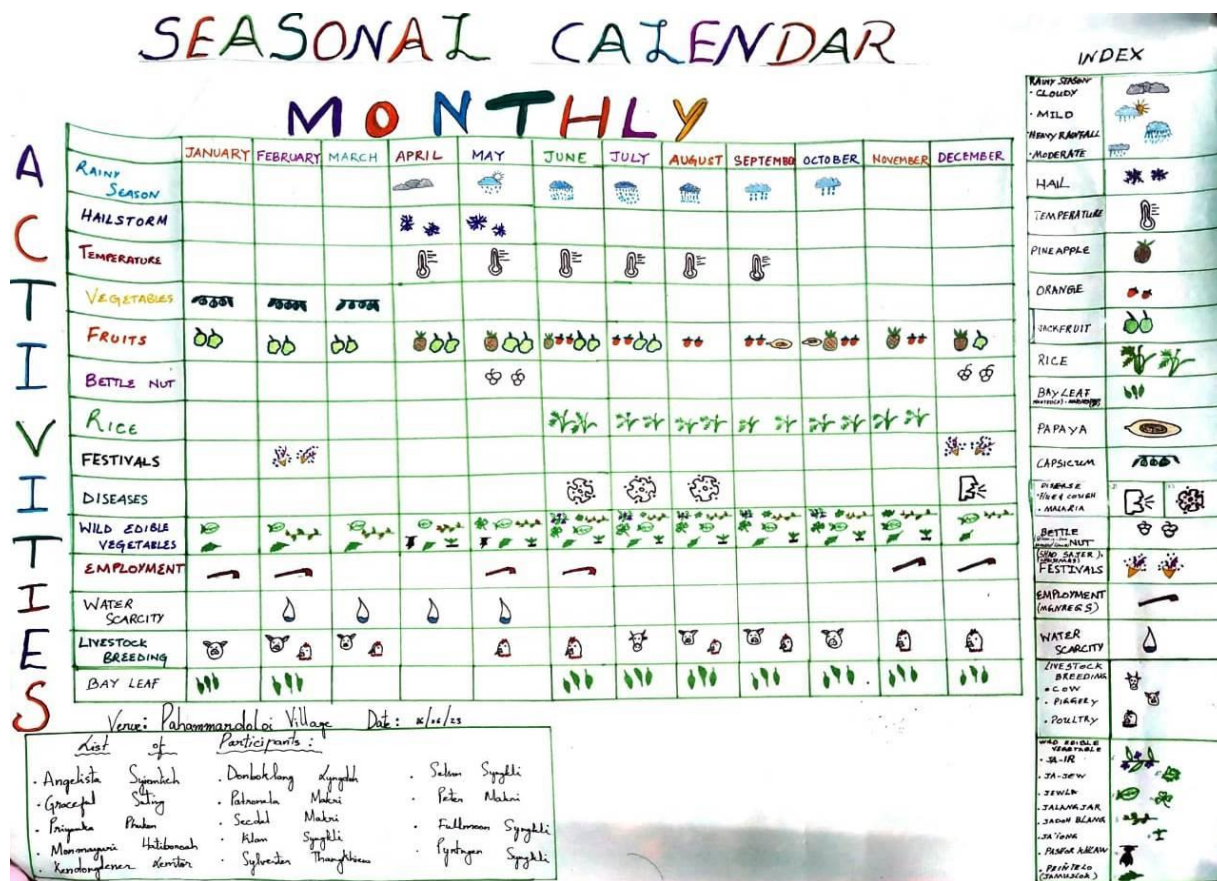
12. **Livestock breeding**:

a) **Poultry**: The egg is laid by the Chicken first, but it can take up to 45 days for it to hatch.

b) **Piggery**: It depends on the owner when they want to breed the Pigs.

c) **Cattle**: The Cattle breed in the month of July once in a year.

13. **Festival**: The community people celebrate their festival which is called the *Shad Sajer* in the month of February and Christmas in the month of December.



#### IV. Venn Diagram

A Venn Diagram is an illustration that was circle to show the relationships among things or finite groups of things. It is a method used to identify and understand the important function of various institutions with the communities.

#### Objective

- To conduct Venn Diagram in Pahammardaloi village
- To understand the relationship and the important of various institution with the village.
- To understand how the local people feel about the various institution in the village.

#### Interpretation:

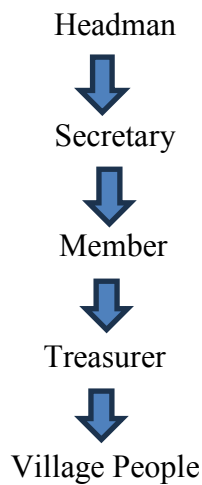
The MSW 2<sup>nd</sup> semester of St Edmund College,



Shillong conducted a PRA tool on Venn Diagram with the community members on the 6<sup>th</sup> June, 2023 in Pahammardaloi village. The purpose of the activity is to gather information and understand the relationship between the community people and the various social institution which are closely engaged with. There were 8 participants in total 7 were males and 1 were female and they a farmer. The student social workers went some of the houses of the village to gather information about their activity.

From conducting this Venn Diagram the student social worker learn that the community people are closely connected with the Clinic of St Mary's School, St Mary's School, RCLP (Roman Catholic Lower Primary) School, Women Club, Youth Club, Asha, Anganwadi in the village. And from the Venn Diagram the villager are not closely connected with the Church, PHC (Public Health Centre), MLA, MDC, (R&DC) Rural &Development Council, JJM &FXB Scheme.

### VILLAGE STRUCTURE



### V. Daily Activity Clock

The Daily Activity Clock illustrates all the different kinds of activities carried out in one day. It is particularly useful for looking at relative workloads between different groups of people in the community, Eg: women, men, boys, girls, rich, poor, young and old. It is also one of the PRA tools used to explore daily activities along with the duration of those activities. The daily activity is a visual representation of the different kinds of activities which are carried out by the members of Pahammardoloi village 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.



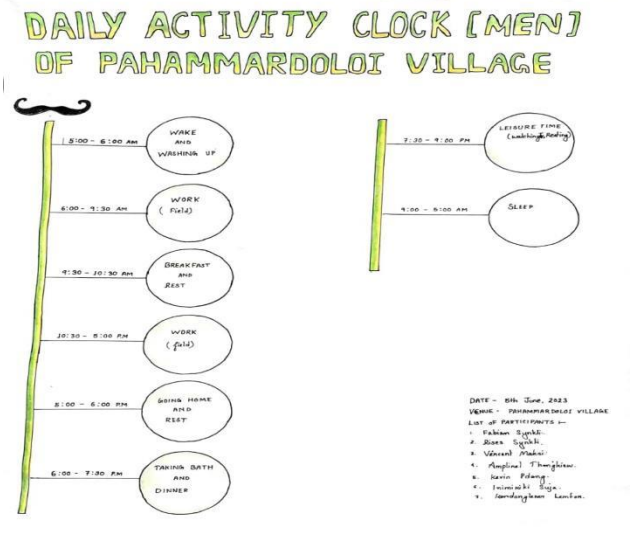
**Objectives:**

- I. To search and evaluate the daily activity patterns of members.
- II. To understand how the people spend their daily time, their lifestyle and their living conditions.
- III. To understand the daily working schedule of the community people.

**MEN:**

**Interpretation:**

On the 5<sup>th</sup> June 2023 the MSW 2<sup>nd</sup> semester of St Edmund College, Shillong conducted a PRA tool on a Daily Activity Clock with the Men of the village. They had an interaction with some of the men and discussed about their daily activity schedule. Through their activity the student social worker came to know that men usually wake up and wash up at 5:00 am to 6:00 am and go to the field around 6:00 am to 9:00 am and come back for breakfast at 9:30am to 10:30 am. Once they finish





their breakfast they go back to the field for their work from 10:30 am to 5:00 pm. When the time reaches 5:00 pm they trek for half an hour to get back home. Once they reach home, they have tea and spend their time taking bath and having dinner i.e. from 6:00 pm to 7:30 pm. After taking bath and having dinner they spend their time in reading and watching TV i.e. from 7:30 pm to 9:00pm after which they spend their leisure time and go to sleep. They sleep from 9:00pm till 5:00am.

### BOYS:



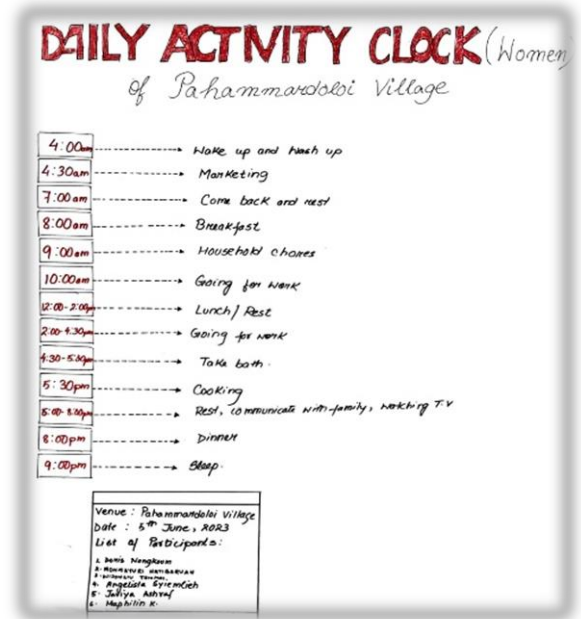
### Interpretation:

From the interaction with the boys of Pahammardoloi village, the MSW 2nd semester found out that most of the boys usually wake up and finish their washing up activity around 3:30 – 4:30 am. After washing up, from 4:30-5:30 am the boys would exercise and go for their morning walk. After their exercise from 5:30-6:30 am the boys would help their parents in doing the household chores like washing their own clothes. When the boys have finished their household chores, they would start to have their breakfast around 6:30-7:30 am and then from 7:30-8:00am the boys would start getting ready for school. It takes 20 minute for the boys to reach their school that is from 8:00-8:20am. From 8:20am-2:00 pm the boys spend their hours in school. Their school would end around 2:00pm and the boys would go straight home which takes around 20 minute that is from 2:00-2:20 pm. After the boys reached their own homes they would start taking bath from 2:20-2:40pm. From 2:40-3:00 pm the boys would start going for tuition and from 3:00-5:00 pm the boys spend their time studying in their tuition. From 6:00-7:00pm the boys would have tea and take a break. From 7:00-8:00pm they would start doing their homework and also study. From 8:00-9:00 pm the boys have their dinner and from 9:00pm the boys go to sleep and wakes up again at 3:30 am. From 3:30 am the boys continued with their daily activities.

**WOMEN:**

**Interpretation:**

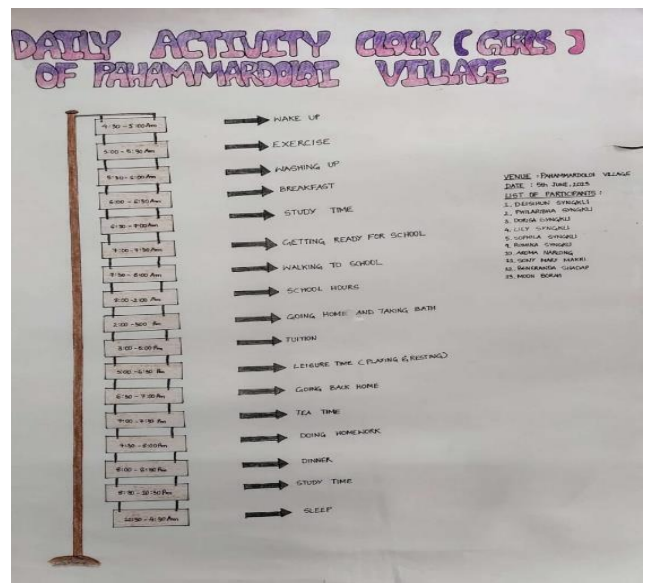
On the 5<sup>th</sup> of June 2023, the MSW 2<sup>nd</sup> semester of St Edmund College, Shillong conducted a PRA tool on a Daily Activity Clock with the Women of Pahamardoloi village. As the have information given out earlier by the village authority to come one at RCLP school, so as same women come over, the student social workers began with the interaction on their daily lives basis routine. Through their activity, the students came to know that the women usually wake up at 4.00 AM and 4.30 AM they started to go for marketing and they will came back by 7.00 AM. From 8.00 AM breakfast and complete all the household chores till 9.00 AM and they get ready for work. And around 10.00 AM they reach their agricultural field, and they started with their work till 2.00 PM. After that they have their lunch and rest till 2.00 PM. And again they started with the work from 2.00 PM till 4.00 PM. After reach home at 4.30 PM they wash up and 5.30 PM they started to prepare food for dinner. From 6.00 Pm till 8.00 Pm they rest and spending some leisure time with their family. At 8.00 PM they have their dinner and finally they sleep at 9.00 PM.



**GIRLS:**

**Interpretation:**

On the 5<sup>th</sup> of June 2023, the MSW 2<sup>nd</sup> semester of St Edmund College, Shillong conducted a PRA tool on a Daily Activity Clock with the Girls of Pahamardoloi village. From the drawing above, it can be seen that the girls wake up by 4:30 am in the morning. They do some exercise followed by washing up and having breakfast. By 7:00 pm, they





get ready for and walk to school. After school hours, that is, from 8:00am- 2:00pm in the afternoon, the participants then return home for bathing. They even go for tuition which is from 3:00 pm- 5:00pm in the evening. After tuition get over, they have their leisure time. Some go to the playground to play while others may stay back home to relax or watch television. By 6:30 pm in the evening, the participants have their tea which is followed by doing homework or any work given by their teachers. The participants have their dinner around 7:30pm. After dinner, they study for a while and goes to bed by 10:00 pm in the evening.

## VI. Problem Tree

Problem tree analysis helps to find solutions by mapping out the anatomy of cause and effect around an issue in a similar way to a Mind map, but with more structure.

### Objectives:

1. To know about the common problems faced by the community people.
2. To know about the causes and effects of the problem.



### Interpretation:

The MSW 2nd semester of St Edmund College, Shillong conducted a PRA tool on a Problem Tree in Pahamardoloi village on the 6<sup>th</sup> of June 2023 .Through their interaction with some of the community people the student social worker learned about the common problems of the community people. The main problem is financial problem. From the financial problem the main cause is lack of study time for the students because as the parents go for their work and they have to look for their siblings and also do household chores. The effects of this problem lead to the student poor results in exam. For the youths unemployment is one of the main problems that they faced. And the effect of the unemployment leads to poverty.

Another problem faced by the community people is bad roads for the transportation. It's time consuming for the villagers to travel from one place to another and especially for marketing. Because of less transportation the community people are not able to sealing their vegetables and because of this there is wastage of vegetation.

Water scarcity is a significant challenge that many communities face, particularly in regions

with seasonal variations in rainfall. The community experiences water scarcity from February to May due to insufficient rainfall, which leads to villagers consuming unhygienic drinking water.

#### 4.2 World Environment Day Tree Plantation Drive

A celebration of World Environment Day was held in Pahammardoloi Village, Ri Bhoi District, Meghalaya on June 5, 2023. As part of the Rural Camp 2023, the Department of Social Work-PG at St Edmunds College, Shillong, in collaboration with the Divisional Forest Office, Nongpoh, Ri Bhoi District, organized a Tree Plantation Drive in Pahammardoloi Village, Ri Bhoi District. It was the goal of this tree planting drive to create a sustainable environment in the community with green spaces and to ensure that the rich agrobiodiversity is conserved and protected. As part of the tree planting drive, 150



saplings were donated by the Divisional Forest Officer, Nongpoh.

In the beginning, a short program was held at Pahammardoloi RCLP School, in which the Headman, Mr. Louis Syngkli, the Village Council Executive Members, the Representatives of the Women and Youth Movement, schoolchildren, and students from St Edmund's College, Shillong were present. A student from the MSW 2nd semester delivered a brief introductory speech on the theme of World Environment Day 2023. The theme for World Environment Day 2023 will be action against plastic pollution as part of the campaign Beat plastic pollution. As a result, it serves as a reminder that the actions of people on plastic pollution matter and also points out the need for concrete action to tackle the climate crisis in a transformative manner.

Further, Mr. Louis Syngkli, the Headman of the village, made a brief speech in which he expressed his appreciation and gratitude for the department and college for organizing such an important program and for providing the saplings to be planted around the village by the community. Following the brief program, saplings were planted in two schools in the village, Pahammardoloi RCLP School and St Mary's Secondary School.

An additional short programme was conducted at St Mary's Secondary School, Pahammardoloi, during which the Headmistress, Sr Linda Manih, expressed her gratitude and acknowledgement for



the department and college for taking the initiative to organize a tree planting drive for World Environment Day. Under the supervision and care of the school management and village council of Pahammardoloi village, 150 saplings were planted in the school premises at the end of the program. In total, 80 individuals participated in the Tree Plantation Drive, including members of the Village Council, representatives of the Women and Youth Groups, children, and students and teachers from St Mary's Secondary School.

### **4.3 Awareness Programme on Personal Hygiene**

On 6<sup>th</sup> June 2023, the MSW 2<sup>nd</sup> semester students conducted an awareness programme on Personal Hygiene for students of Pahammardoloi Roman Catholic Lower Primary School (RCLP) in Pahammardoloi Village. A total of eight students participated in this programme. The objectives of the programme are

- Educate students on the importance of healthy personal hygiene practices.
- To instill good hygiene practices as early as possible in order to enhance the development and growth of the child.

Upon the arrival at the school, the student social workers were welcomed by the headmistress. The student social workers were introduced to the students of RCLP School by Miss D. Nongkyum. In order to build rapport with the students and to get to know each other, the student social workers did some fun activities before the program began. The students were asked to introduce themselves and their favorite hobbies by the student social workers. The majority of them enjoyed playing field games and dancing. During the Ice-breaking session, the student social workers also taught them the action song "Head Shoulder Knees and Toes". A primary objective of this session was to make the children feel comfortable and to enhance their creative language, vocabulary, and motor skills. To encourage the children and to provide a fun environment, the student social workers clapped and cheered for them. Furthermore, the student social workers asked the children if they knew any songs they could teach them. They sang a khasi song while the student social workers danced to it and they had a good laugh and enjoyed themselves.



A number of charts were displayed to the children by the student social workers. The charts were designed by the student social workers to inform the children about personal hygiene. In their presentation, the student social workers emphasized the importance of maintaining personal hygiene in order to prevent the entry of harmful germs into the body. A person's personal hygiene consists of a wide variety of daily activities such as bathing, brushing their teeth, and washing their hands. In the classroom or at home, one comes into contact with dirt and dust that carry germs that may cause infection. As a result, they can be transferred to hands and find their way into the body, causing a variety of diseases and infections. By practicing good hygiene habits, the student social workers explained to the children that this could be prevented. In order to remain healthy and free from illness and disease, one must maintain good personal habits. The student social workers explained that unhealthy eating habits may cause vomiting, diarrhea, and stomach pain, so it is very important to maintain and practice healthy eating habits. It is also necessary to wash one's hands thoroughly before handling food, especially after using the washroom. The children were advised to always wash their hands with soap and clean water by the student social workers. Also, the student social workers stressed the importance of nail care, as mud and dirt can accumulate under the nails and spread infections. The student social workers instructed the children never to put dirty hands in their mouths, bite their nails, or wipe their faces or eyes with filthy hands. Personal hygiene includes taking care of one's body in the most important way. In order to stay healthy and presentable, you must keep all parts of your body clean. Taking care of your feet, your hair, and your pubic area is an essential part of maintaining good





body hygiene. The lack of proper hair care can lead to problems such as lice, dandruff, and other scalp infections in children. To keep one's hair free of dirt and grease, the student social workers recommended washing it at least twice a week. It is recommended that the children wash their hair with soap and rinse their hair thoroughly with water after washing. They are also encouraged to keep their shoes and socks clean and dry. As part of body care, the student social workers explained that one should wash their inner wear every day in order to avoid infections and unpleasant odors in the private areas.



In addition, the student social workers taught the children proper coughing etiquette. Covering one's mouth with a handkerchief is recommended when coughing around other people, especially when coughing in public. As a result, germs are prevented from spreading. In addition to other aspects of hygiene, oral hygiene is equally important. Having an unclean mouth can lead to bad breath and the development of cavities. The student social workers instructed the children to brush their teeth twice daily, making sure to clean even the corners of their mouths thoroughly.

As well as practicing personal hygiene, the children were also taught to practice other important habits at home, such as wearing clean clothes, keeping the surroundings clean, and putting bowls and plates in the washing area following basic toilet standards (flushing the toilet after use).



As a conclusion to the program, the student social workers performed the action song that had been practiced previously. Upon completion of the program, they thanked the headmistress and provided the school with the charts for future use. It is imperative that children maintain a clean environment in order to remain healthy and to feel good about themselves. By maintaining good personal hygiene, they will be able to boost their self-esteem and confidence. To avoid harmful germs and to prevent becoming ill, it is important to maintain a clean environment. A healthy lifestyle is essential to a child's growth and development.

#### 4.4 School Kitchen Garden Workshop

The Department of Social Work-PG, St Edmund's College, Shillong in collaboration with North East Slow Food and Agrobiodiversity Society (NESFAS), Shillong organized a Workshop on School Kitchen Garden on 7<sup>th</sup> June 2023 in St. Mary's Higher Secondary School, Pahammardoloi Village. This workshop aimed to facilitate and bring the students together to promote their local food diversity and disseminate awareness on the daily nutritious



meal to be consumed as to enhance the Mid-Day Meal Program of the students. The workshop was conducted for the target groups of the Upper Primary Section from class 6 to 8 for both boys and girls. The Resource Person of the Workshop was Ms. Ruth B Sohtun, Associate Team Member of North East Slow Food and Agrobiodiversity Society (NESFAS), Shillong.



The workshop started with a welcome speech by the MSW 2<sup>nd</sup> semester which was followed by a brief felicitation and introduction about the Resource Person and the organization, NESFAS. An introductory speech was given by the Headmistress of St. Mary's Higher Secondary School, Pahammardoloi, Sister Linda Manih, and in her address she express her gratitude and acknowledge the efforts of the department of Social Work-PG, St Edmund's College, for organizing this important workshop for the Upper Primary students of the schools as it will enable them to understand the importance of having a kitchen garden in the school.

The Resource Person started the session with a brief introduction on the working of the organization, NESFAS. After that, she divided the Workshop in two sessions and in the first session she presented about the School Kitchen Garden. Initially, she started the first session with a question, "From where do we get our food?" and "what did you have yesterday morning till today morning?". This was done to make the students understand the various sources of obtaining the food and to create an environment with interaction and discussion with the students. And she responded with practical and sensible answers. Hence, she suggested and encourages the students to include 4 to 5 varieties of food in their daily diet for a healthy and nutritious diet.

Furthermore, she presented on the different steps that need to be followed while practicing Kitchen Garden. These, includes:

- **Giving Awareness/Workshop**
- **Identification of various seasonal plants:** To identify vegetables and wild edible vegetables that grows in particular season.
- **Collection of seeds:** After identification of seeds discussion with parents of the students on contribution of seeds for school garden.



- **Connecting School day with Mid-Day Meal:** The main purpose of School Kitchen Garden is to incorporate the Mid-Day Meal program by teaching and enhancing the students about the Nutritious and Healthy food system in growing and consuming.
- **Evaluation:** To monitor and observe and to conduct regular check and examine on the varieties of crops.

In the second session, the resource person conducted an activity with the teachers and students and this activity was done with the division of the students into 5 groups. This activity is known as Sensory Game. This sensory game was conducted with an objective to enable the participants to identify the varieties of crops by using their senses and to promote the students to know the various types of wild edible and nutritious food vegetables that can be grown and consumed by the school students. In this sensory game, three wooden box was arrange with each crop in it and inside the box three varieties of crops are kept including Millet, Garlic Chives, locally known as ‘*Jyllang*’ and Job’s Tears, locally known as ‘*Sohriew*’. The participants had to touch, feel and smell the crops inside the box and identify all the three varieties of crops.

Thus, the students showed keen interest on learning more about various nutritious wild vegetables and crops that can be consumed to have a proper healthy diet and it can be analyzed that the School Kitchen Garden Workshop was insightful, informative and a great learning experience for the students as it was introduced to the Upper Primary School children in order to have an opportunity to grow, harvest, prepare and share healthy and nutritious, seasonal food and to provide a positive attitudes towards the environment and its surroundings and to develop the sense of ownership and encourage among the school children to take in all the nutritious food and stay healthy.

Towards the end of the program, a vote of thanks was proposed by the MSW 2<sup>nd</sup> semester student, to acknowledge and thank all the important people involved in the success of the program. Eventually, to capture and mark the productive memories of the fruitful event, a group photo was taken.

#### **4.5 Awareness Programme on "Proper and Improper Touch"**

On 7<sup>th</sup> June 2023, the Department of Social Work-PG, St. Edmund’s College conducted the Awareness Programme on Proper and Improper Touch at Pahammardoloi RCLP School with the primary aim of the programme was to create awareness among the students of RCLP School about the differences between a proper touch and an improper touch and to educate the students on how to respond to different types of touches.

The Proper and Improper Touch Awareness Programme began with the student social workers welcoming the students of Pahammadoloi RCLP School, including the presence of the headmistress, Miss D Nongkyum. As to establish a rapport and make the students feel comfortable, an ice-breaking session was conducted for the children in which the student social workers chose to sing two nursery rhymes that the students were already familiar with. This activity aimed to ease any discomfort between the students and the social workers, fostering a positive and friendly atmosphere.

Following the ice-breaking session, the student social workers proceeded with displaying charts that depicted drawings created by them, illustrating the differences between proper and improper touch. The charts served as visual aids to help the students understand the concepts more clearly. The social workers explained the concept of proper touch by showing illustrations on the charts, representing different examples of good touch.



The student social workers explained that a pat on the back from a teacher, cheek pulling by a sibling or close person, and holding hands with someone trusted are considered examples of good touch or proper touch. They emphasized that in a proper touch, if the person receiving the touch feels nice, warm, safe, and protected, then it is considered a proper touch. Various examples of good touches were shared with the students to reinforce their understanding.

Next, the student social workers displayed another chart to explain improper touches. They highlighted specific areas of the body that are considered private and should not be touched by strangers. They explained to the students that in the case of girls, the chest and pelvic areas should not be touched by anyone except their parents, and for boys, the pelvic area is also off-limits. The social workers addressed the potential situation where children might be tricked by older individuals with the intention to abuse them emotionally or touch their private areas. They emphasized the importance of the children immediately informing their parents, teachers, or any trusted person if such an incident occurs. They

also provided the Childline number, 1098, as a resource for the children to seek help and assistance, and the students copied it into their notebooks.



Concluding the programme, the student social workers engaged the students in an action song that they had practiced during the ice-breaking session. This activity aimed to leave a positive and memorable impression on the students. Lastly, a group photo was taken with the students of RCLP School, including the headmistress, to commemorate the programme.

Overall, the Proper and Improper Touch Awareness Programme successfully addressed the objectives of creating awareness about proper and improper touch and educating the students on how to respond to different types of touches. The ice-breaking session, charts, explanations, and resources provided aimed to ensure that the students of RCLP School were equipped with the knowledge to protect themselves and seek help if needed.

#### **4.6 Awareness Programme on Adolescent Health**

The Department of Social Work-PG, St Edmund's College, Shillong in collaboration with Friends Corner, Adolescent Reproductive Sexual Health (ARSH) Clinic, Ganesh Das Hospital, Shillong organized an Awareness Program on Adolescent Health on 8<sup>th</sup> June 2023 in St. Mary's Higher Secondary School, Pahammardoloi Village. The awareness program was organized with objectives to impart knowledge on life skills training based on personal hygiene and sexual reproductive health and to sensitize the teenage boys and girls about teenage pregnancy. The program was conducted for the target groups of the Secondary Section from Class 9 to 10 for both boys and girls. The Resource Person of the Workshop was Ms. Christy Najjar, a Counsellor of Friends Corner, Adolescent Reproductive Sexual Health (ARSH) Clinic, Ganesh Das Hospital, Shillong.





Starting the program, the MSW 2nd semester student of the Department of Social Work-PG at St Edmund's College made a warm welcome to the Headmistress of St. Mary's Higher Secondary School, Sr Linda Manih, the Resource Person, Ms Christy Najjar, the MSW students of Indian Institute of Professional Studies (IIPS), Shillong, and the students in Class 9 and 10 at St. Mary's Higher Secondary School, Pahammadoloi Village and to her team. After that, the resource people were felicitated as a token of appreciation by the MSW 2nd semester students.

Furthermore, the program commence with a Role Play on Teenage Pregnancy which was performed by MSW 2<sup>nd</sup> Semester students along with the MSW student of IIPS, Shillong. The role play was performed with an objective to disseminate the message on the impact of teenage pregnancy and to handle peer pressure from any substance abuse. The role play with different character was portraying in the play with the narration of the story name **"Ka Lawei ba Kordor"** meaning **'The Future is Precious'**. This role play is a story of 16 year old girl who is the only Child of the Family coming from a low socio-economic background in the rural village. She is smart and intellectual having excellent percentage in her SSLC exams and being the only child in the family who got through the exams, which was a proud moment for the entire family. She moved to a city for further studies with the support of her family. Living the life in the city is totally different from the life in the village. In the school she met lots of friends and she having a good time in the school. As times goes by, she is in a relationship and her friends invited her to a birthday party where she felt trapped with varieties of drinks and alcohol for which she was offered by her friends and she denied initially. However, seeing her friends enjoying she could not resist from taking it as most of her friend were forcing her to take and eventually, she got

intoxicated and drunk.

Later her boyfriend took the advantage of her intoxication and he slept with her and as a result she ended up being pregnant. When she came to know about it she was devastated and shocked and she told her boyfriend but her boyfriend denied that it was not his responsibility of her pregnancy. This makes her more stressful and worried about the reaction of her parents back in the village which she could not resist but go back to her native place and confess her mistakes to her parent. Her parents were shocked and anxious about the news of her pregnancy for which they did not expect her to become pregnancy at a very young age and eventually ruined her goal and ambition for her further studies.

After the role play, the Resource Person facilitates the moral and learning of the role play to make the students understand the about the effect of teenage pregnancy. She further, started the session the by highlighting the important of taking a preventive measures to prevent from Teenage Pregnancy, since it is very common among teenager in schools and colleges. She further, explain the impact and the risk of teenage pregnancy which can results in Infant Mortality and Maternal Mortality and even in single mothers among those teenage mothers. She also highlighted the four preventive methods of teenage pregnancy and these are as follows:

1. Abstinence (Abstain from sex before marriage)
2. Be faithful (being faithful to a partner)
3. Contraceptives (using contraceptives measures by using condom during sexual intercourse).
4. Danger

Therefore, it is essential to make the student aware on the importance of sexual health and sex education at the school level as to educate them about the importance of Reproductive and Sexual Health among adolescent both boys and girls. She also mentioned that it is understood that at this age (teenage) both boys and girls would develop feelings and started liking each other and even have a relationship. However, friendship is encouraging but a relationship with sex before marriage is absolutely not encouraging. Moreover, she mentioned about sex before marriage and she highlighted the using of preventive measure by using contraceptives such as condom during sexual intercourse as it serves as preventive measure from unwanted pregnancy and protecting from Sexual Transmitted Diseases/Infection.





Besides, she also mentioned about the importance of Menstrual Hygiene among adolescent girl. She explained to them about the needs of personal hygiene during menstruation and it should not be a taboo in our society and she also highlighted the importance of using a sanitary pad during menstruation as to keep them clean and healthy. Besides that, she highlighted the effect of pornography among teenager which is a danger and a risk towards their mental well-being of the students. In addition, the discussion with the students during awareness program on adolescent health was to promote and to sensitize awareness. Hence, numerous question were asked by the participants to clarify their doubt and uncertainty about Sexual Reproductive Health, Drug Abuse, Sexual Violence and Harassment and Menstrual Hygiene

In conclusion, the vote of thanks was proposed by the MSW 2<sup>nd</sup> semester student to all the participants for being cooperative and attentive in the program. Hence, the program ended with a group picture to mark the memories of the important event conducted in the school.

#### **4.7 Awareness Programme on “Internet Safety”**

The Department of Social Work-PG at St. Edmund's College in collaboration with the Alumni of Social Work, conducted an awareness program on "Internet Safety" for students of class VII and VIII at St. Mary's Secondary School, Pahammardoloi Village on the evening of June 8th, 2023. The event was organized as part of St. Edmund's College's ongoing centennial celebrations and the Rural Camp 2023 and it was facilitated by Ms. Hazel Berret Wahlang, an Alumni of St Edmund’s College from the BSW

Class of 2013. This program was designed to help students become more aware of how to make good use of the Internet. A total of 93 students from classes VII and VIII participated in this program.

A welcome speech was delivered by Mr. Kendonglener Lemtor, MSW 2nd Semester, Department of Social Work-PG, in which he welcomed all students of St. Mary's Secondary School, the MSW students, and Resource Person Ms. Hazel B Wahlang. After the welcome address, the resource person conducted an ice-breaking session with the students in order to make the atmosphere more relaxed. Additionally, she inquired about their use of the Internet, as well as whether they were using it properly.



Afterwards, the Resource Person led a technical session and explained how to use the internet appropriately. Upon completion of the explanation, the resource person invited the student social worker to perform a role play. Through the role play, we can see how one of the characters is defrauded by a scammer. After the role play, the resource person explained the principles of the SMART, including staying safe, not meeting up, accepting files, being reliable, and telling someone about the situation.



Following the role play and explanation of being SMART while using internet, the resource person began asking the students about their bad ways of using the internet. Several students provided examples of what they were doing, such as playing games, watching bad movies, wastage of time, procrastination and spending more time on the Internet. After that, the resource person explained the role-play and how many people get scammed by the internet because they are unaware of how to use it appropriately. The programme ended with a vote of thanks by Ms. Inimeriki Suja, the MSW 2nd Semester, Department of Social Work-PG.

#### **4.8 Awareness Program on Skills Development and Entrepreneurship**

As part of Rural Camp 2023 and Centenary Celebration, the Department of Social Work-PG at St. Edmund's College conducted an awareness programme on Skills Development and Entrepreneurship for the community members of Pahammardoloi Village with an emphasis on the youth on the 8th of June 2023. The program was organized in collaboration Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) Umling C&RD Block and Promotion and Incubation of Market-driven Enterprises (PRIME) Meghalaya. The objectives of the programme are as follows:

- To raise youth awareness of skills development and entrepreneurship and to introduce them to new means of livelihood through skill development.
- To encourage and support the youths of the community in learning new skills through a variety of government programs and services.
- To empower unemployed youth with professional competences through comprehensive vocational and technical training.

The awareness program began with a welcome speech given by Ms. Likhumbila Sangtam, a MSW 2nd semester student. A warm welcome was extended to the resource persons from the two organizations, to the participants from the village, to the teachers, and to the student social workers.



### **First Technical Session**

As the first speaker of the program, Mr. Frankie Rynthiang addressed the audience. It is his responsibility to lead the convergence strategy within PRIME Hub Shillong. During his presentation, he provided a brief overview of the organization. The Prime Hub is a dedicated space for youth and budding entrepreneurs in Meghalaya where ideas can be transformed into reality. In addition, he explained that PRIME Hubs were developed under the vigilance of the Government of Meghalaya. By creating a favourable entrepreneur ecosystem in the state, PRIME Hubs are also encouraged to promote the spirit of innovation. A dynamic, collaborative ecosystem has been developed by PRIME Meghalaya to enable easy access to credit, relevant technology, skilling and mentoring support and access to high leverage markets for the youth of the State, making entrepreneurship a preferred career choice. Furthermore, the organization offers programs for mastering skills, technology, marketing, credit, and finances.

### **Second Technical Session**

The second speaker was Mr. Chenmiki Laloo, Manager of Monitoring and Evaluation at PRIME Sauramandala Rural Entrepreneurship Fellowship. During his presentation, he discussed the significance of skills development and entrepreneurship. The process involves identifying one's skills gaps, and developing and honing these skills in order to execute one's plans successfully. Furthermore, the speaker discussed the neglect of skills development and highlighted two main reasons for this: people are often impressed by what others have accomplished without realizing how hard they have worked and people are often very self-critical. In addition, he provided an overview of entrepreneurship, namely the creation of economic value. The process by which individuals or groups exploit commercial



opportunities involves introducing new products or processes to the market or substantially improving existing products, services or production processes. For example, chilli pickles in Nongpoh, RI-Bhoi District are a good example. In Meghalaya, the PRIME Sauramandala Rural Entrepreneurship Fellowship is currently operating in eight blocks.



For young change makers, this is a once-in-a-lifetime opportunity to contribute actively to the development of underdeveloped rural areas. The program is a rural entrepreneurship initiative undertaken by the Planning Department, Government of Meghalaya, in collaboration with Sauramandala Foundation. The speaker explained that each PRIME fellow will be supported by two local PRIME associates from Meghalaya in order to gain a deeper understanding of the local culture, dynamics, and insights. In the course of their fellowships, fellows and associates are expected to work full-time. In each block and village, the team identifies the most promising rural entrepreneurs, understands their challenges, and provides them with assistance.

### **Third Technical Session**

The third speaker was Mr. Bankit Nongbri, the Founder of Eco Ri a start up on Plastic Waste Management and Environmental Degradation. It is important to note that he is an entrepreneur who is an outgrowth of PRIME Meghalaya. During his presentation, the speaker shared his personal experiences as well as information about his company. His company was founded during the time of the Covid 19 pandemic. During those times, the speaker was interested in waste management, which led him to launch Eco Ri. Manufacturer is the primary business activity of his company, which is further subdivided into Remediation and Waste Management activities. The speaker indicated that his company is classified as a micro enterprise and that its headquarters are located in Shillong, Meghalaya. As a result of PRIME Meghalaya's trainings, he is now a successful entrepreneur.



#### Fourth Technical Session

As the final speaker, Mr. Franky Khyndeit, Block Coordinator for the DDY-GKY, Umling C&RD block, was invited to address the audience. During his presentation, he discussed the DDU-GKY program, which aims to provide skills training to rural youth who are poor and provide them with jobs that offer regular monthly wages or higher. A cluster of initiatives under the Ministry of Rural Development, Government of India, aims to promote rural livelihoods. Besides its potential to reduce poverty, the scheme is also envisioned as a major contribution to the Prime Minister's "Make in India" campaign.



An explanation was provided by the resource person regarding skilling and placement under the DDU-GKY program. Identifying rural youth who are poor and educating them about the opportunities available in the community is part of the process of increasing awareness. Furthermore, it mobilizes rural youth who are interested by counseling youth and parents and select candidates based on aptitude and provide them with quality jobs that are verifiable through methods that can withstand independent scrutiny and that pay more than minimum wage. The program also supports the successful placement of the employed person for long-term sustainability, as well as providing placements after training outside of Meghalaya where there are more opportunities for skill development. If a young person wishes to attend training, he or she will not have to spend anything other than personal expenditures, and the training programs are available for beauticians, barbers, technicians, carpenters, chefs, retailers, and designers. During the presentation, representatives from the organization explained the eligibility criteria for the program, the training programs, and the placement opportunities. The block office holds and conducts a variety of skills enhancement programs, including English and soft skills. As a result of these programs, youths will be taught to be confident when giving interviews for placements and other job requirements. In order to obtain further information, the mobilizer has requested that the participants visit the Block Office.



Skills development program is designed to help individuals acquire new skills. There can be both informal and formal aspects to the process, but it is a lifelong endeavor. In today's fast changing world, skills are essential in order to keep up with the changing environment. The rate of change is so rapid that people are in need of more skills in order to compete in the job market and achieve success in life.



In conclusion, Ms. Beneranda Shadap, a MSW 2<sup>nd</sup> semester student, presented a vote of thanks. In her remarks, she expressed her gratitude to the resource persons for coming and imparting their knowledge to the participants. A token of appreciation was also presented to the organizations in recognition of the efforts and valuable time that the resource persons had invested.

#### 4.9 Community Mobilization

The community mobilization program in the village of Pahammadoloi involved a series of activities conducted by student social workers over three days from 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>, June 2023. These activities aimed to engage the community, raise awareness, and promote participation in various programs. Here's a summary of each day's events:

**June 6<sup>th</sup>, 2023:**

- At 4:30 pm, student social workers gathered at Pahammardoloi RCLP School and sang the Rural Camp Theme Song with the musical instruments.
- Community members, including children, joined in the singing.
- The children were taught and enable them to learn the theme song.
- At 5 pm, the community mobilization began on the football field near Pahammardoloi RCLP School.
- The student social workers sang various songs and moved throughout the village.
- They reached the market area and sang the theme song once more, and performed a role-play on Internet Safety, inviting the community to an awareness program at St Mary's School.
- The community was also invited to participate in the Cultural Programme.
- At 6:30 pm, the student social workers returned to RCLP School.

**June 7<sup>th</sup>, 2023:**

- The student social workers practiced the Rural Camp theme song with the children and the Fieldwork supervisors.
- At 4:30 pm, they gathered at Pahammardoloi RCLP School and sang the theme song with musical instruments.
- The children were taught and assisted in learning the theme song.
- At 5 pm, they convened on the football field for community mobilization.
- The student social workers sang various songs and engaged with the community.
- They arrived at the market area, sang the theme song again, and performed a role-play on Skills Development, promoting an upcoming program at the Community Hall.
- The community was invited to attend the Youth program on Skill Development and Entrepreneurship.
- At 6:30 pm, the student social workers returned to Pahammardoloi RCLP School.

**June 8<sup>th</sup>, 2023:**

- The student social workers practiced the Rural Camp Theme song with the children and village members.
- They went for community mobilization by singing the theme song.

- At the market place, they announced the Cultural Programme and invited the community to attend around 5 pm.
- They also sang Khasi songs with the community.
- Afterward, they headed back to Pahammardoloi RCLP School to prepare for the Cultural Programme.

These activities showcase the commitment of student social workers to engage the community, raise awareness on various topics, and encourage community participation in upcoming programs, especially the Cultural Programme and awareness programs for youth. The use of music and role-plays is an effective way to engage and inform the community.

#### 4.10 Community Cultural Programme

Cultural Programme is a platform for inter cultural exchange of culture, traditions and belief by way of exhibiting the cultural identity and ethnicity of one own tribes or community. The cultural programme offers a wide range of cultural performances which serves as platform for the people to showcase their culture and tradition in the form of folk music including traditional songs, traditional dance and the rich indigenous cuisines obtain from the native place.

In this context, the Department of Social Work-PG of St Edmund's College organized a Community Cultural Programme in Pahammardoloi village on the 9<sup>th</sup> of June 2023 as part of the Rural Camp 2023 in the respective Village. It was organized with an objective of understanding the rich culture and diversity of the community and the diversity of the students coming from various places sharing their own unique and rich culture and tradition respectively. Its purpose is to showcase the traditional attire and performances in the form of infotainment and entertainment in the community through various folk song and traditional dance of the different tribes and community in Northeast India.

This program was held in the Playground of the Pahammardoloi RCLP School with variety of cultural performances from the MSW 2<sup>nd</sup> and 4<sup>th</sup> semester and the community people. The Program was hosted by Ms. Graceful Suting, Mr. Kevin Pdang, Ms. Anjelista Syiemlieh and Mr. Marseillis Pohlong.

At the very outset, the programme started with the invocation of prayer by Ms. Beneranda Shadap which was followed by the welcome address delivered by Ms. Javiya Ashraf both from MSW 2<sup>nd</sup>





semester, respectively. Besides that, the MSW 2nd Semester students performed a welcome song with the theme song of the Rural Camp. The cultural program saw the active participation of the community people of Pahammardoloi village along with the MSW 2<sup>nd</sup> and 4<sup>th</sup> Semester students of the Department of Social Work-PG St Edmund's College Shillong. The programme was attended by hundreds of community members including elderly, women, men, youths and children of the village and nearby villages. During the cultural event, numerous of performances were featured including traditional dances of many ethnicities, including the Khasi, Jaintia, Garo, Naga, and Assamese communities. Additionally, local residents took part in the cultural event with their traditional folk music performances.

The program was graced with the presence of the headman and the members of the Village Executive Committee in which an introductory speech from the community was given by the village's headman, Mr. Louis Syngkli. He stresses on the importance of organizing such program in the community which enhance their way of life and understanding the various social issues through awareness programme among the community people. He also appreciate the work and task carried out by the MSW 2<sup>nd</sup> semester of St Edmund's College, Shillong for doing a wonderful program in their village which has benefit and gain lots of exposure by the community people.



The Cultural Programme saw multiple traditional dances as well as a Traditional Fusion Dance which were performed by MSW 2<sup>nd</sup> and 4<sup>th</sup> semester students of St Edmund's College respectively. The program witnessed the traditional dances of the Khasis, Jaintias, Garos, Nagas, and Assamese and these were performed at the cultural event with a purpose of showcasing the cultural identity of these



respective communities. Following, a Khasi traditional group song and traditional Assamese group song were amongst the songs that were performed at the event.



As a mark of the diversity of the MSW students, a Traditional Dance were also performed which includes the cultural diversity of all the matrilineal tribes of Meghalaya including the Khasia, Jaintias and the Garos. The fusion dance symbolizes "Unity in Diversity" as well as the students' diversity of cultural backgrounds.



During the cultural program, there were music performances from the community which includes, folk song, traditional instrumental, traditional dance were also presented which commonly practice till today in the community. The children and youths perform two traditional dances as part of a group dance performance. The community people including youths and

elderly exhibits the community traditional dance at the occasion which is known as "Shad Sajer". The purpose of the dance is to demonstrate to the residents of the village on how warriors fought in a war which was exhibit in the form of a traditional dance with traditional attire and the traditional sword and

armor. This program also witnessed, a local woman, Mrs. Kret Makri who gave a solo performance with an instrumental performance with the traditional instrument known as "*Ka Mieng*" whereby she performed eight different tunes with a soulful sound of it.

Apart from the cultural performances from the community an MSW 2<sup>nd</sup> semester, the program also saw the performances by the 4th semester student of Social work department (PG) St. Edmund's College which includes the Garo Dance, a solo folk song and a Skit. The Garo dance was performed with the representation of the joy of beating drums and Flute at which is commonly performed by the Garo Community at the huge festival called Asamang Wangala Festival by wearing the traditional attire of the Garos with Lush Green Mountains and Unique culture. Besides that, there was a solo performance given by the MSW 4th semester student, Mr. Malcolm Nongsiej.



The MSW 4th semester students performed a role play on Peer Pressure and Substance Abuse. The Role Play portrayed on the consequences of peer pressure and substance abuse. The role play depicts a student who were influence by his friend to get involved in smoking drinking and drug abuse which later became an addiction that results a stressful situation in the family. Seeing the son indulging in all types of intoxicants the mother felled ill due to mental stress and psychological trauma which result in other physical illness in which she passed away because of high blood pressure. Eventually, after the incident he regret for what he had done and he understand the unconditional love of a mother and with the help of some friends, the student was introduced to a counselor for counseling to help him come out from the life he had lived before by choosing a way to a new life and new beginning. In addition, there was also a group song which was performed by the MSW 4th semester students.

During the Rural Camp, the MSW 2<sup>nd</sup> semester students conducted various recreational activities which was participated by the children of the community. Hence, prizes were given to the winners in various competitions during the Cultural Programme. In this cultural program ,the Department of Social Work-PG were honored to felicitate the distinguished guest and individuals who had help and assist the



department to conduct various activities during the Rural Camp. Therefore, to mark the valuable contribution towards the cause, a Memento were given out to various individuals including the Headman of the Pahammordoloi village, Mr. Louis Syngkli), the Secretary of the village Mr. Singtonius Nongrum, the Headmistress of St. Mary Secondary School, Sr. Linda Manih and the Headmistress of LP school Pahammordoloi village, Mrs. Doris Nongkyum

Towards the end of the program a vote of thanks was proposed by the MSW 2nd semester student from St. Edmund's College, Ms. Ibaralisa Khongwir, whereby she thank and acknowledge all the important individuals who had been helping and resourceful for the entire Rural Camp of the MSW 2<sup>nd</sup> semester. She appreciate and acknowledged the key stakeholders of the village, the Resource Persons of all the programmes, the Head of the Schools, the faculties of the Department of Social Work-PG, St Edmund's College and the community people for their dedication and commitment towards the common cause.



#### 4.11 Building as Learning Aids Programme

The BaLA painting program conducted by the student social workers in Pahammardoloi RCLP School, Pahammardoloi, Nongpoh Ri-Bhoi District aimed to create a child-friendly learning environment and promote creative thought and expression among the students. The program involved various activities over the course of five days, from 6<sup>th</sup> to 10<sup>th</sup> June 2023.

First and foremost, the student social workers decided to use the walls as a learning aid and painted different educational themes such as four seasons, an umbrella with alphabets, boats with

numbers, and aquatic life with various creatures. These visual aids were intended to stimulate the curiosity of the children and make learning more engaging and memorable.



Secondly, they involved in cleaning and double coating the accent wall of the school with white wash. This was done to provide a clean and fresh canvas for the upcoming paintings.

After the white wash dried out, the student social workers divided the work among themselves and started sketching the different themes on the wall. This required planning and coordination among the workers.

After that the student social workers focused on painting the wall and they mixed the colors and began painting the different themes. They started with the aquatic life, and then moved on to the umbrella, boats, and finally, the four seasons tree. On the last day of the programme, the student social workers did the final touches on all the paintings, ensuring they were visually appealing and vibrant.

Through the BaLA program, the student social workers gained valuable learning experiences. They learned about the proper color palette required for painting, different color combinations, and how to use painting brushes effectively. They also developed skills in communication, organization, and resource utilization, as they had to plan and coordinate the activities throughout the programme. Overall, the BaLA painting program was a success.





The student social workers accomplished their objective of creating a child-friendly learning environment in the school. The colorful walls and pictorial learning approach attracted more children to the school and facilitated their learning process. The activity-based learning method employed during the program stimulated the minds of the students, aiding their retention of knowledge and promoting a healthier learning environment.

#### 4.12 Cleaning Drive

On 9<sup>th</sup> June 2023, the MSW 2<sup>nd</sup> semester undertook a cleaning drive at Pahammardaloi RCLP School, Pahammardaloi village and its surroundings. The purpose of this venture is to drive home the message of health benefits (mentally and physically) to all the students through a cleaning drive. The activities carried out



in the cleanliness drive included: sweeping and mopping the floors of the school, painting of teachers' tables and chairs, arranging of the furniture in order and picking up of litters from the football ground.

During the drive, activities such as cleaning the school and its surroundings, telling stories to the village children, and posting chart papers on health related topics were carried out as a means of making the public aware of the health benefits of cleanliness.



All the MSW 2<sup>nd</sup> semester started the cleanliness drive at 8:00 am in the school premises, where they had been putting up at during the Rural Camp. The cleanliness drive consisted of sweeping and mopping in and around the school, re-arrangement of desks and benches in the school, painting of teachers' tables and chairs, picking up of litters in the playground and disposing them in the right place, and cleaning of the school's lavatory. Apart from the cleanliness drive, the students social workers also carried out pasting of all the charts that address on various issues such as health, internet safety and good touch and bad touch. Another interesting activity was storytelling telling, through this various values and lessons were imparted.



After a successful day of completing every single task properly, we thanked the villagers particularly the village headman for their optimum support and cooperation throughout the rural camp.

### 4.13 Self Evaluation Meeting

#### **Date: 5th – 10th June 2023**

As part of the evaluation meeting, the MSW 2<sup>nd</sup> semester students had the opportunity to share their experiences and reflections on rural camp. This exchange of insights likely fostered a deeper understanding of the challenges and opportunities encountered during the camp, contributing to the overall learning and growth of the team. In summary, the meeting served as a platform to strategize and coordinate upcoming initiatives, highlighting the commitment of the Department of Social Work-PG, St Edmund's College to community development and the multifaceted approach taken to address various aspects of well-being in the target communities. The shared experiences and reflections further enriched the team's collective knowledge and preparedness for future endeavors.

On June 5, 2023, the first day of the Rural Camp, a self-evaluation meeting was held at 9:00 pm. The MSW 2<sup>nd</sup> semester students and the Fieldwork Coordinators discussed the events that took place during the first day of the camp. A group agreement was then developed by the student social workers after being divided into groups. In this activity, each group was asked to prepare a list of dos and don'ts, which were then written on chart paper if they were all in agreement. Afterwards, the chart was pasted on the wall to remind the student social workers of the rules that must be followed. In addition, the teachers reminded the student social workers about the events scheduled for the next day, as well as how important it is to be punctual in the morning so that there will not be any problems with the activities the next day. Around 10:30 p.m., the self-evaluation concludes.

On 6th June 2023, the student social workers and their Fieldwork Coordinators started the evaluation at 9:00 pm by discussing the activities that happened that day. They also advised the student social workers to speak louder and face the audience during role play. The Fieldwork coordinators asked students responsible for the Kitchen Garden workshop to prepare for the upcoming workshop to be held at St. Mary's Secondary School. They also reminded the other student social workers to wake up early the next morning to complete the work with BaLA painting and PRA for the programme so that they can concentrate on their responsibilities. Around 10:30 p.m., the self-evaluation was concluded.

The evaluation meeting held on June 7, 2023, played a crucial role in preparing for the upcoming programs on Adolescence Health & Sexual Reproductive Health at St Mary's Sec School, Nongkhrach Nonglyngdoh and the workshop on Skills Development and Entrepreneurship at Pahammardaloi village Community Hall. The collaboration with Deen Dayal Grameen Kaushalya Yajana (DDU-GKY) and

Promotion and Incubation of Market-driven Enterprise (PRIME) added significance to these initiatives. The responsibility of organizing and handling these programs was entrusted to the MSW 2<sup>nd</sup> semester students from the Department of Social Work-PG, St Edmund's College, with specific tasks assigned to them by the Fieldwork Coordinators. This demonstrated a collaborative effort to ensure the success of both events.

On the 8th of June 2023, the evaluation session conducted by the MSW 2<sup>nd</sup> semester students and Fieldwork Coordinators reflected a structured approach to reviewing the day's events and preparing for the upcoming cultural program. The day began with a comprehensive discussion about the occurrences of the day, allowing everyone to share their experiences and insights, fostering an atmosphere of open communication and learning. The focus then shifted to the cultural program scheduled for the following day. The deliberations included the timing of the program, ensuring a well-coordinated and punctual execution. The allocation of specific roles and responsibilities among the student social workers for various aspects of the cultural program, such as hosting, felicitation, prize distribution, welcome speech, and the vote of thanks, demonstrated a meticulous planning process. The involvement of fieldwork coordinators in guiding the student social workers in preparing their speeches and outlining the activity list for the cultural program showcased mentorship and support within the team. This collaborative effort likely contributed to the overall quality and smooth execution of the planned cultural activities. The reminder from teachers about the importance of waking up early the following morning and completing BALA painting tasks highlighted the dedication and responsibility expected from the student social workers. This attention to detail ensures that all aspects of the cultural program, including the stage preparation, are well-executed. The self-evaluation session concluded around 10:30 pm, indicating a thorough and thoughtful review process.

The last self-evaluation discussion on June 10, 2023, marked the conclusion of the Rural Camp in Pahammardoloi, Nongpoh, Ri-Bhoi District. During this session, the MSW 2<sup>nd</sup> semester students and Fieldwork Coordinators engaged in a reflective dialogue about their collective efforts, experiences, and the overall success of the camp. The discussion began with the student social workers sharing their experiences and accomplishments during the cleaning drive. The collaborative effort to complete the task demonstrated teamwork and a sense of community responsibility. Each participant's contribution to cleaning different areas of the Pahammardoloi RCLP School highlighted the diversity of skills and tasks undertaken during the camp. The reflection on the Cultural Program from the previous day added another layer to the conversation. Despite facing challenges such as rainfall and last-minute changes, the



program was deemed a success. This success was likely a testament to the adaptability, resilience, and creativity of the student social workers and their ability to manage unexpected situations.

The expression of gratitude from the MSW 2<sup>nd</sup> semester students towards their Fieldwork Coordinators indicated the importance of mentorship and guidance throughout the week-long camp. The Fieldwork Coordinators were acknowledged for their leadership and support, contributing to the students' acquisition of new knowledge and valuable experiences.

Following the self-evaluation, the Fieldwork Coordinators formally concluded the Rural Camp in Pahammardoloi, Nongpoh, Ri-Bhoi District. This marked the end of a week-long journey characterized by learning, teamwork, and community engagement. The combination of hands-on activities, reflection, and mentorship likely contributed to the overall growth and development of the student social workers, preparing them for future endeavors in their field. The successful execution of the camp demonstrated the effectiveness of collaborative efforts and the positive impact of community-based initiatives.

## **5. Students' Reflection about the Rural Camp**

### **1. Graceful Suting**

This camp provided students with a wonderful learning experience and provided a valuable opportunity to develop their skills as student social workers. Over the course of six days, the Rural Camp offered hands-on experience and the opportunity to adapt to the villagers' environment and culture. As a student social worker, it has developed patience, spontaneity in any situation, teamwork, professionalism as a social worker, as well as personal growth. Through this experience, I had gained a greater understanding of how to work with the community and deal with the various issues and problems faced by the community, as well as how a follow-up plan is necessary. It has been a pleasure to work with the community people who have been friendly and cooperative. In general, I had a good learning experience.

### **2. Maphilin Kharthangmaw**

In my opinion, it was a unique experience since I had never attended a Rural camping event before. Also, I gained experience and knowledge that helped me apply many theories of social work into practice, such as principles, skills, tools, etc., which enabled her to develop into a professional social worker. The student social worker maintained a good rapport with the community members. Also, I

found the people to be very kind, the environment to be very beautiful and amazing, as well as cooperating with the team and participating as a team.

### **3. Angelista Syiemlieh**

The Rural Camp was held at Pahammardoloi Village for one week. It was a wonderful learning experience and a new experience for her. On arrival at Pahammardoloi, I found it difficult to cope with the temperature, but over time she adjusted to it. I found out that the community people were very welcoming, friendly, generous and easy to communicate with. As a student social worker, I also gained an understanding of the lifestyle of the locals as well as the delicious food that they prepare. Due to the fact that I had participated in a wide variety of activities, I gained a great deal of experience, and I had the confidence to stand in front of an audience, especially on cultural days. Even though her class only had a few members, their hard work and dedication can have a positive impact on the entire week's activities.

### **4. Inimeriki Suja**

It was a great opportunity for the me to attend a Rural camp for one week and gain a great deal of experience and benefit from the experience. I initially found the location not to be very comfortable as compared to Shillong, the climate in Pahammardaloi village was completely different, but somehow I was able to cope as much as possible. As a result of the Rural Camp, I had to leave her comfort zone and stand in front of the crowd, and I felt that it pushed her to participate in more activities. In her observations, the people out there appeared to be too humble, innocent, and kind. Additionally, I had the opportunity to enjoy food cooked in the Bhoi style for the first time, and the flavor of the food was absolutely mouthwatering.

### **5. Beneranda Shadap**

The rural camp was one of the most awaited and intense field work activity that I have experienced. It provided me with an exposure to rural life and has enabled me to plan, organize and implement relevant programs. It has also given me a special focus to learn about the predominant social culture in community settings. Personally, I have learnt to be more empathetic and have also developed social skills.

**6. Javiya Ashraf:**

Rural camp was completely a new experience for me whereby I got exposed to the rural living. The camp was organized for a week attempting to highlight various subjects like tree plantation, personal hygiene, adolescent health, skill development, internet safety which was very knowledgeable to both the students as well as village community people. While mobilizing with the people of the village of Pahammardoli I acknowledged that that they were very kind and helpful. Overall it was a wonderful experience free from pollution and noise.

**7. Wijonliu Thiumai:**

The past six days at the Rural Camp had been a positive and thoughtful one. Through the camp it help me to adapt myself with the environment, learned to take responsibilities, gain skills in planning and organizing programs in the community level. It helps me to manage time and be more productive in performing the activities. For all the days that have spend in the camp was a fruitful one.

**8. Likhumbila Sangtam:**

From my experience during the 6 days of rural camp in Pahammardoloi village, I had a good time with my friends as well as my teachers. It was through this rural camp that I was able to build a bond with my classmates and get to know them better. As a result, I gained a great deal of experience in adjusting and adapting to a variety of circumstances. Furthermore, I learned about PRA, how to mobilize people, and how to build rapport with them. Overall, this rural camp provided me with a valuable learning experience.

**9. Moon Borah**

I discovered a lot during this rural camp, I never encountered it because I was exposed to numerous cultural events, food, language and other things, throughout the six days of the camp. Despite the language barrier I faced in the village, I did not feel as like I was in another state and I learned a little bit of “Khasi” basic language from the villagers. I learned about acceptance, adjusting and other things.

**10. Kendonglener Lemtor**

The rural camp was a first time experience for me and I really had a good time. The village people were very friendly, welcoming and always gave a helping hand whenever needed. The weather of the village was very humid but as days passed I was able to adopt it. I got to learn about their tradition, different fruits and crops grown, their lifestyle and many more. The one major thing I have learned personally through this camp was to manage time and be more productive.

**11. Kevin Pdang**

I really had a good experience throughout the rural camp. The weather was very hot and was difficult in the first day but as days passed I was able to adjust. I learned about their tradition, their different traditional food and different fruits and crops grown in the village. The village people were very kind and friendly. Overall I really had a good experience.

**12. Marsellis Pohlong**

The Rural Camp was really helpful and productive for me and it was also once in a lifetime experience for me. I got to learn a lot about the village, their tradition, different fruits and crops available, the weather and lots more. I also got to know more about my co-workers and how to adjust. The villagers were very welcoming and kind hearted. I overall had a very good experience.

**13. Monmayuri Hatibaruah**

The rural camp I attended taught her a lot and gave me a lot of good experiences. The people of the community were really kind and very welcoming. It was wonderful to see everyone's dedication to complete the task despite the busy schedule. I got exposed to the lifestyle of the villagers and also adapts many unforgettable experiences that one could end with gratitude and learning experience for the student.

**14. Ibalarisa Khongwir**

The stay at Rural Camp 2023 at Pahammardoloi Village was altogether a new exposure for me which consists of both good and bad experience. The good experience was that I was able to apply and learn more from what I've learnt in the classroom and practice in the community Eg: PRA Tools, Principles, Skills etc. The bad experience was that it was really very hot working in the field, all sweaty,



exhausted and shortage of water supply to freshen up. But the best part is I've also learned how to turn the bad experience into good experience by learning how to preserve water and make adjustment to it.

Overall I've learned how to socialize and interact with people like in a professional manner , understand how the society functions, headman being at the top level and how to identify resources using various PRA tools which will definitely help me to work and apply in the future if I get to work in the community.

### **15. Priyanka Phukon**

This rural camp was a great learning experience for me. I got an experience of living in a group and with the community, sharing their life and participating with them in their day to day life. The village people were very welcoming and generous. Those six days just went in a blink of an eye as it felt like home. This rural camp created opportunities for every student to develop a sense of team work. The togetherness and the team work made the rural camp very fun and memorable. It helped me to break the self-circle or self-centered thinking that was created by them. I also learned to take responsibilities, gain management skills, gain skills in planning and many more. At the end, I will cherish this ever thrilling experience forever.

## **6. Conclusion**

The week-long Rural Camp concluded successfully and left a positive impact on both the village and the student social workers. It provides an invaluable opportunity for MSW students to gain practical experience and make a positive impact on the community. The primary aim of the Rural Camp is to provide second-semester MSW students with a better understanding of community issues, strengths, and weaknesses. Students are encouraged to work together to strengthen these strengths and address identified issues within the community. The theme for the Rural Camp in 2023 is *"I'u symbai u Rnai ngin Bet ha Khyndew B'la Aibuiñ Aithiang na ka Ramew Meirisawkun ai kan Sara Ia Spah Tynrai ba Don Haka"* which is about sowing the seeds of the future and nurturing them with the rich biodiversity of mother nature. This theme reflects an emphasis on environmental sustainability and nurturing the community.

The students engaged with the community through a participatory rural appraisal technique, which helped them gain insights into rural living, livelihood methods, and available resources. This

interaction also built a positive relationship between the students and the community. The camp addresses various social issues, including proper and improper touch, teenage pregnancy, internet safety, and skill development. Role-plays are used as a method to discuss and understand these topics. Daily evaluation sessions provided an opportunity for students to discuss their experiences, worries, and disagreements. This facilitated the development of empathy, communication, and interpersonal skills among the students. And a cultural program was organized to celebrate diversity and promote harmony between students and the community. Traditional dances and contributions from various ethnic groups were showcased, fostering cultural understanding. The fact that all planned activities were successfully completed indicates effective planning and execution. This can be seen as a significant achievement.

The happiness of the village headman and the villagers is a powerful indicator of the positive impact your team had on the community. Their contentment speaks to the success of the collaboration. The reference to "positive nudges" suggests that their efforts aimed to instigate gradual but sustainable changes within the community, which is a commendable approach in community development.

The student social workers gained valuable skills during this practicum. These skills, such as communication, teamwork, collaboration, and resilience, are not only crucial for social work but also for personal and professional growth. The fact that the students acquired knowledge and insights during this experience is a testament to the educational value of the practicum. It also indicates that the project achieved its goal of mutual learning.

The overall success of the venture is evident from the positive outcomes and the sense of accomplishment felt by both the community and the students. It reflects the importance of experiential learning and community engagement.

In summary, the Rural Camp is an integral part of the social work curriculum that not only exposes students to the realities of the field but also equips them with the skills and knowledge needed to make a positive impact on the communities they serve. This practical experience is invaluable in preparing future social workers to address the complex and varied issues within society. Such practicums not only provide valuable hands-on experience for students but also contribute to the welfare and development of the communities they serve. It's a win-win situation where everyone involved benefits, and it's a model that can be replicated in other areas to promote social and community well-being.

**Annexure****Annexure 1: List of Participants****Rural Camp 2023****Date: 5th June 2023- 10th June 2023**

SI No	Name of the Students	Sl. No	Name of Faculty In - Charge
1.	Angelista Syiemlieh	1	Ms. Hazel B.Wahlang
2.	Beneranda Shadap	2	Mr. George K Sunn
3.	Graceful Suting		
4.	Ibalarisa Khongwir		
5.	Inimeriki Suja		
6.	Javiya Ashraf		
7.	Kendonglener Lemtor		
8.	Kevin Pdang		
9.	Likhumbila Sangtam		
10.	Maphilin Kharthangmaw		
11.	Marseillis Pohlong		
12.	Monmayuri Hatibaruah		
13.	Moon Borah		
14.	Priyanka Phukon		
15.	Th Wijonliu		

Annexure 2: Event Posters



# RURAL CAMP 2023

**THEME:**  
**“I’u Symbai u Rnai Ngin Bet ha Khyndew  
B’la Aibuin Aithiang na ka Ramew  
Meirisawkun ai kan Sara Ia Spah Tynrai ba don Haka”**

**ORGANISED BY MSW 2ND SEMESTER  
DEPARTMENT OF SOCIAL WORK-PG  
ST.EDMUND’S COLLEGE,SHILLONG**

**DATE: 5th-10th JUNE 2023  
VENUE: PAHAMMARDOLOI  
VILLAGE**

Annexure 2.1:  
Rural Camp Poster



## WORLD ENVIRONMENT DAY 2023 TREE PLANTATION DRIVE

**THEME:**  
**“SOLUTIONS TO PLASTIC POLLUTIONS”**



**ORGANISED BY  
MSW 2ND SEMESTER  
DEPARTMENT OF SOCIAL WORK-PG  
ST.EDMUND’S COLLEGE,SHILLONG  
IN COLLABORATION WITH  
SOCIAL FORESTRY DIVISION GOVT.  
OF MEGHALAYA,  
RI BHOI DISTRICT**

**DATE: 5th JUNE 2023  
VENUE: PAHAMMARDOLOI VILLAGE**

Annexure 2.2:  
World Environment Day 2023: Tree Plantation Drive



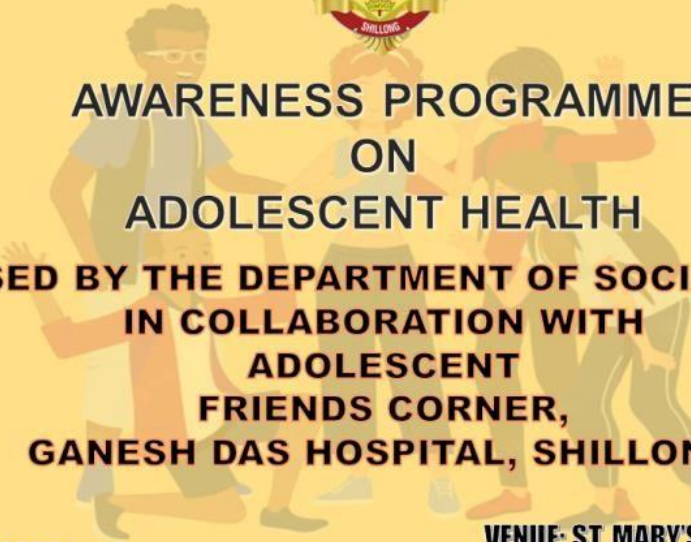





**“SCHOOL KITCHEN GARDEN WORKSHOP”**

**ORGANISED BY MSW 2ND SEMESTER  
DEPARTMENT OF SOCIAL WORK-PG  
IN COLLABORATION WITH  
NORTH EAST SLOW FOOD & AGROBIODIVERSITY SOCIETY, SHILLONG**

**DATE: 7th JUNE 2023**  
**VENUE: ST. MARY'S SECONDARY SCHOOL,  
PAHAMMARDOLOI**

**Annexure 2.3:  
School Kitchen Garden Workshop**

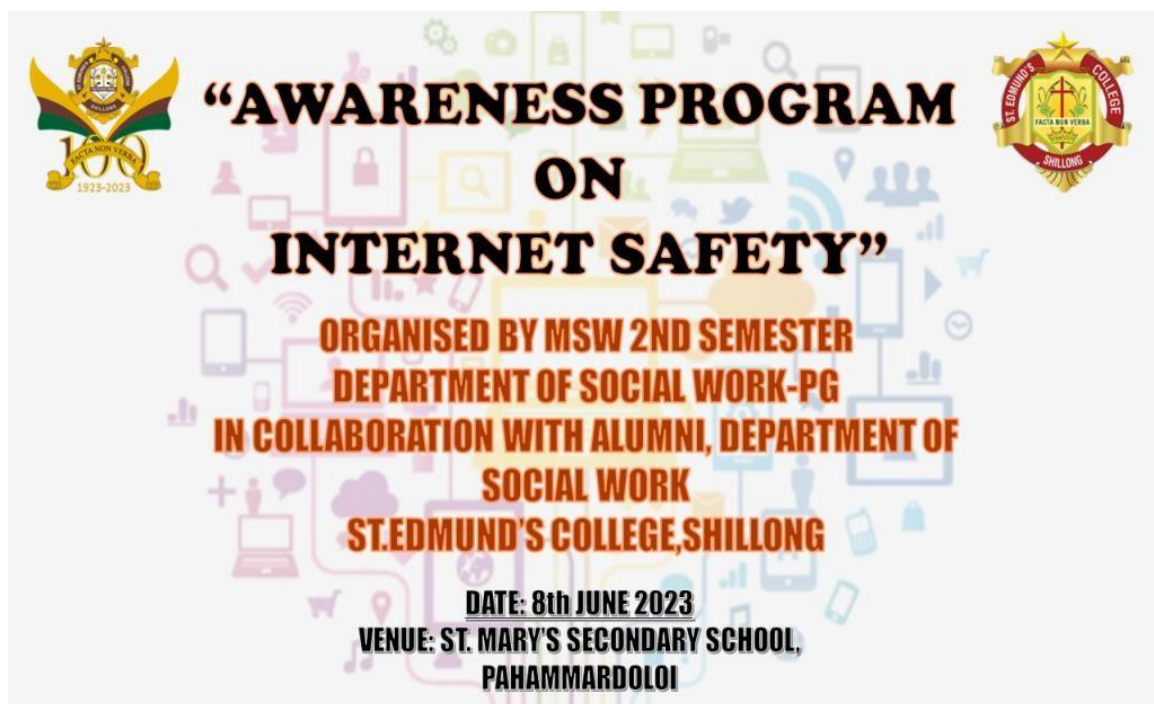


**AWARENESS PROGRAMME  
ON  
ADOLESCENT HEALTH**

**ORGANISED BY THE DEPARTMENT OF SOCIAL WORK-PG  
IN COLLABORATION WITH  
ADOLESCENT  
FRIENDS CORNER,  
GANESH DAS HOSPITAL, SHILLONG**

**DATE: 8th JUNE 2023**  
**VENUE: ST. MARY'S SECONDARY SCHOOL,  
PAHAMMARDOLOI VILLAGE**

**Annexure 2.4:  
Awareness Programme on Adolescent Health**



**Annexure 2.5:  
Internet Safety**

2023



St. Edmund's College, Shillong

Department of Social Work-PG

# [OBSERVATION VISIT]

22nd September - 14th October 2023

MSW Batch 2023-2025

## Contents

Introduction .....	2
Objectives of the Observational Visit.....	2
List of Organizations Visited: .....	2
1. Bosco Integrated Development Society.....	3
2. Bethany Society.....	6
3. Friendly Corner Clinic, ARSH Clinic, Ganesh Das Hospital.....	8
4. One Stop Centre, Ganesh Das Hospital.....	11
5. Meghalaya Institute of Mental Health and Neurological Sciences (MIMHANS) .....	12
6. Prime Meghalaya .....	14
7. New hope De-Addiction centre .....	17
8. Composite Regional Centre is a center for Skill Development, Rehabilitation and Empowerment of Persons with Disabilities (Divyangjan), (CRC- Shillong) .....	19
Students' Reflection of the Observational Visit .....	22
Conclusion.....	29
Annexure.....	30
Annexure 1: List of Participants .....	30
Annexure 2: Event Poster .....	31



## Introduction

As part of the Academic Requirement of the Post Graduate in Social Work, the first semester MSW students have to visit 8 institutions/organizations in the field of social work that are either government or non-government in the field of social work and will be accompanied by the department's field supervisors and teachers. In the context of the Organizational Visits, the students were given an opportunity to learn about the on-going services provided by various organizations to communities, groups, and individuals as a response to their respective needs.

## Objectives of the Observational Visit

1. To orient social work students on social work intervention and practices through the works of voluntary and Non-Government Organizations in addressing issues and social concerns.
2. To provide students with the opportunity to gain exposure to a variety of social welfare organizations, especially those who are from other discipline during their graduation
3. To provide students with a comprehensive understanding of the organization's structure, functioning, staffing patterns, and activities.
4. To gain a deeper understanding of the organization's profile and to develop the student's understanding of organizational structures, resource management, and the day-to-day management of human services programs involved in human development and welfare.
5. To understand the strategies and approaches adopted by the voluntary and Non-Government Organizations while engaging with different marginalised individuals, groups, and communities.

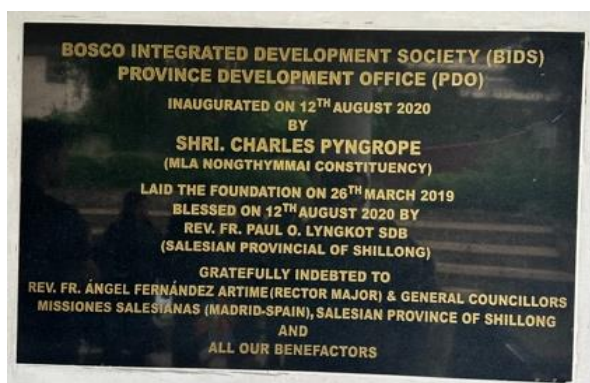
## List of Organizations Visited:

Sl. No.	Date	Organization	List of participants
1	22 <sup>nd</sup> Sept. 2023	Bosco Integrated Development Society	2 teachers and 29 students
2	22 <sup>nd</sup> Sept. 2023	Bethany Society	3 teachers and 29 students
3	23 <sup>rd</sup> Sept. 2023	Friendly Corner Clinic, ARSH Clinic, Ganesh Das Hospital	2 teachers and 29 students

4	23 <sup>rd</sup> Sept. 2023	One Stop Centre, Ganesh Das Hospital	2 teachers and 29 students
5	29 <sup>th</sup> Sept 2023	District Mental Health Programme, MIMHANS	2 teachers and 29 students
6	29 <sup>th</sup> Sept 2023	Prime Meghalaya	2 teachers and 29 students
7	6 <sup>th</sup> Oct 2023	New Hope De-Addiction Centre	2 teachers and 29 students
8	12 <sup>th</sup> Oct 2023	Composite Regional Centre- Shillong	2 teachers and 29 students

### 1. Bosco Integrated Development Society

On 22<sup>nd</sup> September 2023, the first semester MSW students (Batch 2023) of the Department of Social Work-PG, St. Edmund's College, Shillong went for their first Observational visit to Bosco Integrated Development Society, located at Nongthymmai. On arrival at the organization, the 29 students and 2 faculty members were taken to a hall for an orientation programme. The resource persons for the orientation were Ms. Clarienia Wandaka Wahlang, Br. Shanboksius Songthiang and Mr. Faster Donald Lyngdoh. They provided a detailed overview of the orientation session and the various projects conducted by the BIDS (Bosco Institute of Development Studies) organization and these diverse range of projects aimed at addressing different aspects of social development and welfare.



During the orientation for following points were highlighted:

- Bosco Integrated Development Society is the official Province Development Office or the Social Development Wing of the Salesians of Don Bosco, Shillong Province of Northeast India. It came into existence on 24th May 2012 and it is registered under Meghalaya Societies Registration Act, XII of 1983.
- It aims to work for the development of the underprivileged populace of the society irrespective of colour, creed, caste or gender. With 11 projects currently at hand, the

organisation has been able to reach out its services to the poor and underdeveloped section of the society in the states of Meghalaya, Tripura, Mizoram and Barak Valley of Assam.

- The projects implemented by the organisation have served the children, the youths and the women in need providing them with interventions that are required in order to socially and economically develop themselves. Progression of the wellbeing of people is the essence of the organisation; hence, it works to improve the lives of the deprived section of the society.
- Vision: BIDS dreams of creating a society in which people of all backgrounds enjoy equal opportunities to progress and become self-reliant, self-sustaining and child friendly. It dreams of a vision in which everyone, particularly the youth, actively participates in building a just, equal and harmonious society.
- Mission: BIDS' mission is to bring about a desired change in the society by empowering members to become agents of change through awareness generation, capacity building, skills development, entrepreneurship, advocacy, mutual respect, participation and collaboration.



As part of the orientation program, the resource person presented the following project, conducted by BIDS. The following are the different projects:-

1. **Community Schools and Children's Parliaments:** This program provides an opportunity to underprivileged students and youths who have dropped out of school to obtain informal education in order to either mainstream them back into regular education. The project also aims to increase public awareness of child rights and the importance of education.
2. **Bosco migrant care:** It was created in the year 2021 to provide service and safety for migrant workers including both interstate and inter district migrants. This project was initiated immediately following the Covid-19 incident.
3. **Technical and vocational education and training:** TVET is one of the projects of BIDS to provide quality vocational and skill training for rural youths in the states of Meghalaya, Assam, Tripura with the aims to improve their livelihood, job opportunities and entrepreneurship. One of the success stories was that of a rural man being an entrepreneur.
4. **Rilang aftercare programme:** It was initiated in 2019 with the aim to provide shelter, financial support, educational needs for the aftercare youths of Rilang Children's home who are in need of care and protection.
5. **National Rural Livelihood Mission:** The aim was to eliminate rural poverty and provide the rural poor with long term livelihood prospects. It was implemented in Mawlai block and Mawpat.
6. **Child line:** Child line is an emergency helpline service that was once a part of the BIDS organisation Shillong, Nongpoh but later on it was taken over by the Government. Children under BIDS mostly come from broken families and different family backgrounds.





BIDS Shillong is a non-governmental organization that is also a non-profit organization that provides free services for better collaboration to effectively implement various interventions such as women development, health awareness, capacity building, and training which are the major focal areas of the project. Funding for BIDS is primarily derived from donations and international and national donors.

## 2. Bethany Society

The MSW 1st Semester students from the Department of Social Work-PG at St Edmund's College, Shillong, visited Bethany Society on September 22nd, 2023, to have a comprehensive and enriching experience. The orientation program provided students with a deep understanding of the organization's works, vision, mission, and the diverse programs and activities it undertakes. The guidance and supervision of Fieldwork Coordinators ensured a structured and insightful visit. During the orientation, two speakers played the role of resource persons for the program. One of them, Mr. Carmo Naronha, a former Executive Director of Bethany Society, provided valuable insights into the organization's history and activities. Unfortunately, the name of the second speaker is not provided. However, both speakers contributed to giving a brief introduction to Bethany Society and shed light on its wide-ranging activities.



Following the orientation at Bethany Society, the students visited Jyoti Sroat Inclusive School. Mrs. B G. Dkhar, a teacher at the school, took the lead in orienting the MSW students about the school's activities. The interactive session proved to be enlightening, offering valuable insights into the various courses designed for differently-abled children. Mrs. Dkhar shared information about the difficulties and challenges these children face and discussed how the school employs skillful approaches to address and overcome these challenges in a positive manner.

The engagement with Jyoti Sroat Inclusive School provided MSW students with a first-hand understanding of the educational landscape for differently-abled children. It allowed them to appreciate the complexities involved and witness the skillful strategies employed by the school to enhance the learning experience for these students.



A campus tour was facilitated by the resource person during the organizational visit to Bethany Society and Jyoti Sroat Inclusive School provided the MSW students with a comprehensive understanding of the various departments and portfolios within the organization. The tour covered several key areas, this included a visit to Jyoti Sroat Inclusive School with its inclusive classrooms, computer lab/center, recreational center for arts, crafts, and handicrafts, as well as Roilang Livelihood Academy with its inclusive skill development programs.

The observational visit provided the MSW students with crucial information and knowledge about disability among children, particularly their behaviors and communication methods. The use of braille scripts for reading and writing was highlighted as an essential tool for enhancing the students' skills. The school has adopted technology for digital learning aids, utilizing software applications like Software Talkback, also known as Sign Language Interpreter, to support typing on laptops and smartphones. In addition, the school curriculum entails no textbooks for their children from class 1 to 8 and examination is applicable only from class 9 and 10. In this school, they have provided the students with digital learning aid starting from class 5 onwards and they also provided other courses such as counselling, physiotherapy and sign therapy. The schools are aided with various programmes and one of these is the UNI programme in which a group of volunteers comes and teach communication skills for the students in enhancing their reading and writing skills and ability. The school owns a Computer Centre called Parivarthan Centre, where it caters to the technological needs of the visually impaired students where they come to learn the use of computer. In visiting the school, the school also possess a arts and craft centre where various recreational activities

takes place such as handmade arts and craft and the centre can be seen decorated by the differently abled children such as handmade files, bags and even clothes like aprons. Hence, currently there are 261 students out of which 149 students are children with disabilities.



Overall, the observational visit to Bethany Society and Jyoti Sroat Inclusive School seems to have been a well-organized and enlightening experience for the MSW 1st Semester students, offering them valuable insights into the challenges and positive approaches in the field of social work and education for differently-abled children.

### **3. Friendly Corner Clinic, ARSH Clinic, Ganesh Das Hospital**

On September 23rd, 2023, the MSW 1<sup>st</sup> semester students of St. Edmund's College visited the Adolescent Friendly Clinic for an observational visit. During the visit, the resource person, Ms. Christy Najjar, counselor at the Adolescent Friendly Clinic at Ganesh Das Hospital, welcomed the team and discussed the program's objectives. In her statement, she stated that the programme has six objectives, which include nutrition, mental health, substance abuse, sexual reproductive health, violence and injuries, and non-communicable diseases. The clinic targets adolescents between 10 and 19 years. During her conversation with the student social worker, she explained that the reason they offer those types of services is so that all young people will know that there is a centre they may visit for assistance.





In addition, she pointed out that the programme was inaugurated in 2014 even though it was already in place. The center is open to boys and girls aged 10-19, married or unmarried, and it operates from Monday to Saturday. It offers the following four types of services:

**1. Clinical Service:**

- Doctors provide check-ups.

**2. Counseling Service:**

- Open to both boys and girls.
- Boys, particularly those over 14, receive counseling only (no clinical aid).
- Common cases include female-related issues (anaemia, menstrual problems, STDs, RTIs, HIV), teenage pregnancy, sexual abuse, depression, and suicidal cases.
- Nutrition counseling is provided, especially for adolescents with low haemoglobin and anaemia.
- Guidance on maintaining menstrual hygiene for young girls (11-12 years).

***Teenage Pregnancy and Legal Aspects:***

- Below 18 years: Police must be informed due to the POCSO Act, even if consensual. If abuse is involved, the boy may face legal consequences.
- Above 18 years: Counseling for ante-natal and post-natal care is provided.



***STD/STI Management:***

- Medications are given to those infected with sexually transmitted diseases or infections.

**3. Reference Service:**

- Cases beyond their capacity are referred to other centers.
- Examples: Drug users referred to Iohlynti’s One Stop Centre, Civil Hospital; girls needing help referred to social welfare; cases of mental retardation referred to NIMHANS.

**4. Outreach Service:**

- Involves visits to schools, communities, rehab centers, churches, and orphanages.
- Aims to raise awareness on Sexual Reproductive and Sexual Health and provide counseling.

Based on the information gathered by student social workers, the Friends Corner ARSH Clinic is committed to aiding adolescents in managing nutrition, reproductive health, and substance abuse. This holistic program addresses diverse health and counseling needs for young individuals, encompassing physical health, mental well-being, and social support. The inclusion of outreach services reflects a proactive effort towards community education and support.



#### 4. One Stop Centre, Ganesh Das Hospital

The MSW first-semester students from Saint Edmund College visited One Stop Centre on 29<sup>th</sup> September 2023. Ms. Colleen Lyngdoh, the resource person, warmly welcomed the team and commenced a discussion on the organization's profile. She provided a brief history of the organization's establishment and its focus on catering specifically to women and children. Ms. Colleen outlined the key staff members, including the Centre Administrator, Case Worker, Para-medical staff, Police Facilitation Officer, IT Personnel, and Security Guards.

She highlighted that the One Stop Centre in Shillong was established in 2011, initially located at Civil Hospital and later shifted to Ganesh Das Hospital in 2014. It was initiated as a response to the Nirbhaya case (Delhi gang rape), with the central government introducing the scheme through the Ministry of Child and Women Development. It was originally termed a "One Stop Crisis Centre," it was later renamed the One Stop Centre to reflect that women might not always be in crisis. The centre serves as a comprehensive facility offering various services under one roof, including psychological support, counseling, police assistance, medical aid, legal support, and collaboration with other government departments and agencies. The One Stop Centre specifically addresses violence against women and children, focusing on issues such as domestic violence, sexual abuse, child abuse, child marriage, relationship problems, and stress. The Centre Manager is designated as the Protection Officer under the Protection of Women from Domestic Violence Act 2005, with the Base Worker serving as an additional Protection Officer. The centre also extends its services to children facing violence, collaborating with the District Child Protection Unit under the POSCO Act.

The resource person highlighted the various types of cases women can file, covering physical abuse, economic abuse, sexual abuse, and psychological or verbal abuse. Additionally, she shed light on the three kinds of services the centre offers for women facing abuse. Ms. Lyngdoh explained the process of filing a case through the Domestic Incident Report (DIR), emphasizing the importance of filling out two forms during the complaint and providing necessary documents. She also mentioned the subsequent step of appearing in front of the magistrate to give a statement.



Ms. Lyngdoh provided insights into the collaborative efforts of the One Stop Centre, closely working with the health department, police department, Meghalaya State Commission, and various NGOs. Following the information session, an interactive session took place where students had the opportunity to ask questions and engage in discussions with the resource person. The program concluded with a vote of thanks given by one of the co-workers.

## **5. Meghalaya Institute of Mental Health and Neurological Sciences (MIMHANS)**

The MSW first-semester students, along with their faculty member, visited the Meghalaya Institute of Mental Health and Neurological Sciences (MIMHANS) on September 30<sup>th</sup>, 2023, as part of their organizational visit. The program, led by Mr. Truman Basaiawmoit, a clinical psychologist of the District Mental Health Programme, MIMHANS.

Before the interaction session, there was a short introduction of the students, and a lively exercise was conducted to energize the group. Mr. Truman Basaiawmoit provided a brief introduction to MIMHANS, functioning at Pasteur Hills, Lawmali, Shillong, since May 2009. The 150-bedded hospital caters to the mental health needs of the population from the state and beyond.





He shared the history of MIMHANS, mentioning its origin as a high-security prison built by the Government of Assam in Mawlai Nongkwar, Shillong, in the 1960s. When Meghalaya gained statehood in 1972, the setup was converted into a place to detain people with mental illnesses without infrastructural modification. Commonly known as "Naga Jail" or "Mental Jail," it was named "The State Home for Mentally ill-People."

The resource person highlighted the hospital's primary focus on individuals grappling with mental health issues, specifically addressing their thoughts, feelings, and behavior. An essential aspect of their work involves providing awareness about mental health disorders, with an additional goal of reaching out to communities both within and outside the state to assist those facing mental health challenges.

Various signs and symptoms indicate mental health issues in an individual. These can manifest as an inability to cope with daily activities, irregularities in food intake (either excessive or insufficient), disruptions in sleep patterns (either excessive or insufficient), and alterations in timing patterns. Mental disorders can affect individuals of all ages, ranging from children in their early stages to infancy and adolescence. It can also be linked to hereditary or genetic factors.

The resource person noted the prevalence of abandoned patients, irrespective of their educational background, as some families may perceive individuals with mental health issues



as being "good for nothing." This perception led to the establishment of the national health program to address and support those struggling with mental health challenges.

MIMHANS offers three essential services:

- **Indoor patient service:** Catering to admitted patients.
- **Outreach patient department:** Providing consultations and initial treatment for patients.
- **Emergency service:** Operating 24/7 for severe cases, such as when individuals lose control or experience suicidal thoughts and self-harm related to mental illness.



These services operate from Monday to Saturday, from 10:00 am to 1:00 pm. The ultimate goal of MIMHANS is to guide individuals through four crucial stages: realizing their own potential, coping with the normal stress of daily life, being able to work productively, and making a significant contribution to their own community. This holistic approach reflects MIMHANS' commitment to promoting mental well-being and facilitating the overall development of individuals facing mental health challenges.

## 6. Prime Meghalaya

The MSW 1 semester of the Department of Social work-PG, St Edmunds College visited Prime Hub Meghalaya as part of Organisational Visit on the 29<sup>th</sup> September 2023 which is located in Polo Ground, Shillong. PRIME is an acronym for Promotion and Incubation of Market Driven Enterprises, it was launched in 2019 by the Government of Meghalaya, to work towards implementing the initiatives outlined in the Meghalaya Startup Policy.

PRIME is dedicated to uplifting and promoting entrepreneurs across the state. Our comprehensive programs offer incubation, mentorship, and training, funding access, and networking opportunities. They provide the tools and support needed for entrepreneurs to flourish in today's competitive market landscape. With a focus on market-driven enterprises, PRIME aims to foster sustainable businesses that contribute to Meghalaya's growth. The organisation also had a vision and that is to make entrepreneurship a preferred career choice for the youth of the State through creation of a dynamic and collaborative ecosystem that enables easy availability of credit, relevant technology, skilling and mentoring support and access to high leverage markets. It also provide systematic and targeted support to aspiring entrepreneurs through a network of PRIME HUBS that will be the one-stop- shop for the different segments of entrepreneurs in the State.



In this observational visit, the MSW 1<sup>st</sup> semester students were supervised by one Faculty and a Fieldwork Coordinator of the Department. The orientation program was conducted by a Resource person, Mr Jeff Rani, Sector Head, Entrepreneurship Ecosystem Development & Outreach Sector of PRIME, Meghalaya. This organisational visit aimed to enhance the students with the working of the organization and to offer a purposeful learning experience to through an interactive session with the Staff of the organisation. During the orientation session, the MSW 1<sup>st</sup> semester students were introduced the Program Head, Mr Aditya Sen, the Resource Person, Mr Jeff Rani and his team of the organization. PRIME functions in all the 29 C&RD Blocks of the State which brings direct support to rural entrepreneur and farmers. In the interaction, the resource person oriented the students on the areas of working, functions and different services provided by the organisation in the field of entrepreneurship, innovation and outreach development. The organisation conducted various activities such as workshops, bootcamp, design thinking, capacity development program for

entrepreneurs to promote PRIME Entrepreneurs and to create an awareness on what PRIME has to offer in considering entrepreneurship as a career choice.

In this orientation program, the organisation conduct an ice breaking session with the MSW students for which the students participated in the game activity related to creation of any man-made machines through action oriented. This enhances the students to understand a brief on what business and entrepreneurship. The students were oriented about the 6 vitals of prime that is incubation, its funding convergence, social media, rural entrepreneurship and entrepreneurship ecosystem development outreach programme. These serves as the most significant part in the development of Entrepreneurship.



The organisation caters to the incubation period for those who are interested and they can apply for the Chief Minister's E Championship Challenge for which it would support outstanding and merit based entrepreneurs to get financial support, recognition, and access to markets and funding etc. This challenge ensures cash rewards for those securing a place in the top 50 for rewards scaling up to 1 lakh to start up their businesses. PRIME also provides or even offer people with a good and reasonable innovative idea with a large range of funding options to start up and scale up their businesses, it also helps the entrepreneurs to connect or link up with different departments or businesses setup and they provide necessary training specifically for them, as to promote or advertise their goods or services through social media which is now the main source of promoting one's businesses.

After the interactive session, the MSW students got an opportunity to visit various department and offices of the entrepreneurs. Mr Jeff Rani guides the students and showed them the offices and the projects and workshop and other activities they had done with other institutions, schools, colleges etc. Thus, this orientation visit enhance the students to get to know and understand the working of the organization how it came to existence , its Goal, Vision, Mission and how it help to the people with its different ideas scheme, funding and even rewards.

## 7. New hope De-Addiction centre

The MSW 1st semester batch of 2023, comprising 29 student social workers and their faculty members Sir Martius, Sir George, and Dr. Hazel, visited the NEW HOPE CENTRE in Mawkasiang (Mawbeh). The session included a face-to-face interaction in a classroom setting with the resource person for the session, Ma'am K. Syiemlieh, the Project Coordinator of New Hope De-addiction Centre.

During the session, Ma'am K. Syiemlieh provided a brief overview of the center and its operations. The NEW HOPE CENTRE, run by Khasi Jaintia Presbyterian Synod, aims to empower individuals recovering from drug and alcohol abuse. With a vision to significantly contribute to society, the center provides rehabilitation services, promoting personal growth and societal contribution. Services include community-based prevention programs, counseling, information dissemination, referrals for severe cases, and research assistance. Staff members include a Senior Administrative Secretary, Project Officer, and Project Coordinator overseeing a dedicated team comprising a Project Doctor, Senior Counsel, and support staff. The center is committed to fostering a healthy environment, supporting recovery, and aiding individuals in becoming valuable assets to their families and society.

Currently, the center employs 15 staff members and caters to 27 patients, encompassing both drug addicts and alcoholics. Over time, the center has expanded its capacity from 15 beds to 30 beds. Notably, the center does not offer free treatment to its patients. The treatment program spans a duration of three months, with a monthly fee of 12,000. However, the sessions are free only for those classified under the Below Poverty Line (BPL) category, with limited availability as there are only four seats allocated for such cases. This information sheds light on the center's structure, services, and the financial aspect associated with the treatment provided to individuals dealing with addiction issues.

The center offers a range of services:

- **Prevention:** Community-based programs, outreach initiatives in schools, colleges, and youth communities, and awareness creation through active community participation.
- **Counseling:** Providing counseling and advisory services for those affected by drugs and alcohol.



- **Information:** Serving as an information center, offering details on matters related to drug and alcohol abuse.
- **Referral:** Providing referral services for individuals severely affected by addiction.
- **Research:** Offering assistance for research endeavors.

The resource person also emphasized that the center provides a three-month service to individuals dealing with addiction issues. To ensure comprehensive care, the center has established networks with other hospitals, particularly for cases involving withdrawal symptoms or emergencies.

For admission to the center, it is a prerequisite that the patient undergoes detoxification first. This step is crucial to lay the foundation for effective and tailored treatment. Beyond the initial treatment phase, the center continues to support individuals through various initiatives. There are dedicated support groups for patients who have completed their three-month course. These individuals can attend regular sessions and counseling twice a month, fostering an ongoing network of support and encouragement.



The daily routine at the center involves a range of activities designed to contribute to the clients' overall well-being. This includes group sessions, group therapy, counseling, as well as indoor and outdoor games. These activities are not only therapeutic but also aim to create a supportive and engaging environment for individuals on their path to recovery.

The center emphasizes a holistic approach, offering support groups, counseling, and various activities for overall well-being. The admission process involves detoxification, ensuring tailored treatment. Networks with other hospitals address withdrawal symptoms and

emergencies, emphasizing the center's commitment to comprehensive care and ongoing support for recovery.

### 8. Composite Regional Centre is a center for Skill Development, Rehabilitation and Empowerment of Persons with Disabilities (Divyangjan), (CRC- Shillong)

The 1st Semester MSW students visited the CRC Centre on October 12, 2023, with Shri Biswajit Phukan, the in-charge of the Vocational Unit and skill development, as the resource person. The program, led by Ms. P. Baruah, the Administrator and Psychologist in the Clinical Psychology department, along with Sir B. Phukan, featured a welcome speech by Ms. P. Baruah, who provided a brief introduction and highlighted the different units of CRC. The Orientation and Mobilization Program, led by Ms. N. Bhowmik, focused on World Sight Day, a part of the Vision 2020 Programme "Right to Sight" initiated on February 18, 1999, with the theme "Love your eyes at work." Ms. N. Bhowmik discussed the day's purpose of raising awareness about various eye problems, their causes, prevention, and eye care.



The observational visit to the CRC Centre involved an insightful tour of various units, providing them with valuable exposure. Here is a summary of their observations:

- **Vocational Unit:** Shri Biswajit Phukan, the In-charge of the Vocational Unit, briefed the students about the different vocational training programs offered at CRC,

Shillong. Emphasizing the objective of achieving economic independence, he highlighted the distinction between Pre-Vocational Training (for ages 15-18) and Vocational Training (for 18 years and above). The training sessions, lasting one hour per batch with three participants, are provided free of cost.

- **Orientation and Mobilization Unit:** Ms. Nivedita, in charge of orientation and mobility training, shared her role, focusing on techniques like Braille script, shapes, and stylus use. Despite being a sole staff member due to the limited number of beneficiaries, she detailed her mission to impart mobility skills to eleven beneficiaries, emphasizing their mission to use mobility techniques effectively.
- **Department of Clinical Psychology:** Ms. P. Baruah, the Clinical Psychologist, engaged the students with a lecture on her role. She conducts psychological assessments, primarily for children, addressing intellectual and social adaptive functioning. Her work encompasses assessment, intervention, and referrals based on the individual's needs.
- **Department of Speech and Hearing Pathology:** Shri K.H. Thomson Aimol, the Speech and Hearing Pathologist, explained his responsibilities, focusing on assisting children in communication, speech, and language skills. He highlighted the three main aspects of his assessment—Brain Ability, Breathing Patterns, and Articulator—and emphasized their relevance to speech. Additionally, he discussed his role in addressing hearing issues.
- **Physiotherapy Department:** In the Physiotherapy Department, Ms. K. Warshong, the Lecturer Physiotherapist, and Shri Reggie Nongsiej, the Developmental Therapist, detailed their work with patients having difficulty in movement, posture, or balance. They provide tailored exercises and training, particularly for children with muscular disabilities.
- **ALIMCO (Artificial Limbs Manufacturing Corporation of India) Unit:** The visit concluded at the ALIMCO Unit, led by Ms. Duplangkimon. She provided insights into ALIMCO being a Schedule 'C' Miniratna Category II Central Public Sector Enterprise. The unit, under the Ministry of Social Justice & Empowerment, focuses on manufacturing artificial limbs. Ms. Duplangkimon explained their provision of free products for individuals falling under the Below Poverty Line (BPL) category, highlighting the unit's recent inception and limited beneficiaries.



The observational visit to CRC Centre provided the students with a comprehensive understanding of its diverse units and their dedicated efforts in empowering individuals with various disabilities. Information gathered by the student social workers indicates that CRC serves the dual purpose of providing both preventive and promotional aspects of rehabilitation, contributing to the overall empowerment of persons with disabilities.



## Students' Reflection of the Observational Visit

### 1. **Nebel Mary Suting**

The organization visit enables the student social worker to identify the different services that can be provided to any person in need of assistance. As a result, the student social worker gains valuable knowledge and skills that can be applied to working with the community.

### 2. **Daialin Lyngdoh**

The student social worker visited eight organizations located in Shillong. By visiting the various organizations which provide services for children and women, individuals with addiction disabilities, people with mental disabilities, business entrepreneurship for the mentally challenged, adolescent health, and their functioning toward the improvement of society, the student social worker gained a better understanding and gained a better understanding of how and how these organizations operate.

### 3. **Poonam Ray**

The student social worker throughout the organisational visit of their MSW 1st semester visited the different organisation's which are located in different parts of Shillong, and it's different areas of working for the benefits of the society and working for the person's with disability, mentally challenged people, addiction etc. Throughout the visit the student social worker realised the importance of organisational visit in social work as part of their fieldwork as she got the experience to apply the various theories of social work into practice.

### 4. **Barsha Rani Sonowal**

During my field work days, I often experienced a range of emotions and memorable experiences. The anticipation and enthusiasm of working in a real-world setting. I dealt with challenges and unexpected obstacles that arise during field work. I also have been to natural and unique environments that were awe-inspiring and humbling. Built relationships with colleagues, experts, and the community being studied. It was also demanding, which led to stress related to deadlines. It was also satisfying of achieving goals and collecting valuable data. I was constantly learning, adapting, and gaining new insights during the experience. Sometimes, it involves separation from familiar surroundings.

### 5. **Ibadapbiang wahlang**

As part of the organisation visit, the student social worker visited different organisations located in different parts of Shillong working on different areas on regards to people with addiction, disability, mentally challenged, etc. Through every visit, the student social worker understands and learned about the organisation ways and means of functioning towards the betterment of the society.

### 6. **Johnyta Pdahkasiej**

Based on my visits to eight different organizations, I have found it to be very useful and informative. There are a variety of projects, services, and programs offered by the various agencies. As part of the efforts of the Bosco Integrated Development Society, this organization provides workshops, career awareness programs, and enrichment programs to dropout students and children in orphanages as well as for the better development of the society as a whole. Bethany Society provides educational and vocational trainings for people with disabilities in order to enable them to adjust and adapt to normal life. This ARSH clinic is dedicated to educating young adolescents regarding safe sex, the prevention of teenage pregnancy, and all things related to the young adolescent and especially women's health. The One Stop Center is an organization which provides 24-hour assistance to women and domestic workers in particular. The purpose of this organization is to protect women from harm and to provide them with support in all circumstances. Prime, the State Government has launched a comprehensive program that addresses enterprise promotion and incubation holistically. It provides entrepreneurs with the opportunity to develop their own business ideas and to be independent self-employed by starting and displaying their own business ideas. The New Hope De-Addiction Center (NHC) at Mawkasiang serves as an information center in order to provide information regarding various aspects of drug and alcohol abuse. There is a collection of books on the subject and related matters, as well as a recreation center open to all ages. In order to address this problem of drug and alcohol abuse, the Center implements preventive programmes by utilizing a community-based approach. As an organization in society, CRCs provide equal opportunities, protection of rights, and respect for the autonomy of persons with disabilities, which further allow them to live a productive, safe, and dignified life.

### **7. Vicky John Lamare**

The student social worker through his organizational visit to 8 different prestigious organisations, he have realised that there are many problems in the world that need solving and addressing. For instance, when he visited Bethany society and he saw all those people who are visually impaired and have hearing impairments and so on, he realised that he has to work hard in order to make a different in someone else's life. Through his visits to new hope clinic he also reflect the hardships that those people has to go through and overcome the obstacles and challenges especially from their loved ones, the trust that they have to build with their loved ones from the start is not an easy thing.

### **8. Eliana Rikmitchi Areng**

I had very productive organisational visit to the entire organisation. I could learn more about each of the organisations and its services. I also learnt how to interact with different resource persons and different agency staffs and the co-workers.

### **9. Phibatriti Marbaniang**

The student social worker gained a lot of knowledge from the organization visit of the 1st semester of their MSW program. After visiting eight different locations, she gained an understanding of how BIDS works and what it is about, as well as Bethany society's unique method of teaching for students with visual and hearing impairments, and about a variety of organizations devoted to dealing with addictions and mentally challenged individuals. It was through this organisational visit that she learned about the possibility of recommending these organizations to people who are in need of these organizations. This is particularly useful when fieldwork is required in the community.

### **10. Pynshngainlangki Suting**

The student social worker reflected on the organizational visit as being highly significant. During her visit, she collected a substantial amount of information and recognized the valuable contributions made by these organizations to society.

### 11. **Rebecca warjri**

During the first organisation visit bids , she about many projects that they provide for those who need help in rural areas and children who are already dropped out from school and provide training for them. On the second organisation visit we visit on Bethany society we learn that they provide education those people who have multiple disability and also the provided training for them.

On the third organisation visit we visit Ganesh das hospital, we learn about the adolescent health. Where the adult have problems they come here and this organisation gave counselling to solve the problem, especially to the rural areas where they need more help children who become mother at young age. On fourth organisation visit we visit on one Stop centre it's where they help women who have been domestic violence in the society they provide justice to those women who have been domestic violence.

On the fifth organisation visit we visit MIMHANS hospital were we learn on mental health issue, and how this hospital will help them if they fall in these stages. Whether they suffer from thoughts, behaviour and feelings or dysfunction in these three areas of the individuals, they also help to understand the family members to help them for their treatment.

On the sixth organisation visit we learn on entrepreneurship where we could start our own business, with the help of prime start up, also to be a job distribution and not job seekers. On the seventh organisation visit we visit on new hope de addition centre where the both drug and alcohol patients are there for treatment to get cured from addition. On the eight organisation visit we visit the CRC (composite regional centre) were they help those people who have multiple disability, they provide treatment, counselling, therapy, training, etc. They provide free services for them, and help them to get economy dependent.

### 12. **Siddhant Das Senapati**

Visiting the different organizations was both informative and valuable. Often, we do not have the opportunity to meet such people who could guide us and provide valuable learning ideas. This effective learning could be applied in many areas of life, whether it is at work or in personal life. By applying these ideas of learning, we may even be able to develop our own ideologies and learn different new skills.



**13. Delfrina Lyngdoh**

The student social worker gained valuable information and knowledge about the various organizations by visiting eight organizations. In this context, it was an excellent opportunity for the student social worker to gain an understanding of how social workers work for the society, especially young people, women, and children depending on their specializations.

**14. Donaliza Kurbah**

During their visits to various organizations in the number of eight, the student social workers had a wide range of experiences and interactive sessions with the resource persons. Although each organization had different objectives, goals, and approaches to dealing with people, the common purpose of them all was to serve society and make a positive impact on it. As a student social worker, she was able to visit organizations that she never knew existed, and she had the opportunity to learn how social workers play a role in society, and what she could do in the future as a social worker. Her overall reflection of this visit was that she has also improved her confidence, communication, and information regarding these different organizations.

**15. Medaishisha Suna**

The student social worker was able to observe and interact with a variety of organizations. The field work visit provided the student social worker with an opportunity to gain a deeper understanding of social work. In addition to interacting with faculty members at different agencies, the student social worker also encountered some clients of those agencies.

**16. Balakordor Pariong**

After visiting all the organization the student social worker get to learned new thing and experience many different organization. The student social worker learned and gained a lot of knowledge and a great example for the rest of the student social worker. And it was beneficial and successful for the student social worker.

**17. Enrich Well Toi**

The Student Social Worker think the 8 organization's he visited did a great job in running the orientation programme and how punctual they are with the timing. Some organizations were innovative in their ways in providing services. It showed that they are

capable of getting people to work together and communicate effectively. It is the endeavor of the organization to provide the student social worker with valuable information regarding its various activities and objectives, as well as providing social services to the people in need.

#### **18. Kimberly Pyrtuh**

The student social worker visited eight different organizations and gained knowledge about their purposes and different roles, contributions to society, dealing with the underprivileged based on caste or religion, helping children, youth, and women in need on both an economic and social level, improving the lives of deprived members of society, dealing with differently abled people, teen health and entrepreneurship.

#### **19. Ibasuk Khyriem**

My point of view for the 8 organisations is that each and every organisation have their own speciality and they each create a better place or try to make the world a better place and to help people in need.

#### **20. Emdormi R Mairom**

My reflections or feedback regarding the eight organisations that we visited are that each has its own specialization and focuses on each and every aspect that the society lacks. Furthermore, the individuals working for that organization are fully trained and are capable of handling every problem effectively.

#### **21. Bankitborlang Hynniewta**

In doing these visits, I have acquired a lot of knowledge and skills, and overall, it has been a positive experience for me. Additionally, I was able to communicate with people all around and find out about their work and skills. My experience during these visits has been very beneficial, not only for my college work, but also for me individually in order to be able to overcome any challenges I may face in the future.

#### **22. Doreen Liza Wahlang**

By visiting all the organizations, the students are able to gain a deeper understanding of the different organizations that contribute to the needs of the people. She also learned more about each organization's working functions.

### **23. Evanstone Thangkhiew**

Through the visit of different organizations as a student of social worker had gain the knowledge how the different organizations function, role, vision, aim etc. And we can also apply the pattern of different organizations at any time we need.

### **24. Ibadapbiang Wahlang**

As part of the organisation visit, the student social worker visited different organizations located in different parts of Shillong, each working on a different aspect of addiction, disabilities, mental disabilities, etc. Throughout every visit, the student social worker understand and learned about the organisation ways and means of functioning towards the betterment of the society.

### **25. Richweaver Lyngkhai**

As part of the organization visit, we learned a lot about different agencies, developed more knowledge, interacted with them and gained experiences.

### **26. Saphibanrisa Thangkhiew**

The student social worker learned a lot about the works and functions of the 8 different organizations during her experience by attending and visiting them. She will use the knowledge she acquired to improve the lives of the people in the society as a whole.

### **27. Athan H Kharkongor**

During this fieldwork visit, the student of social worker acquired a great deal of information about each organization and also gained knowledge of each organization's structure and all the roles and functions it performs, as well as where the organization obtains its income from. By going on a field visit, he also discovered his passion for working in the future.

### **28. Daphimaya Shylla**

The Student Social Worker gained valuable experience by attending these eight different organizations. She gained a great deal of knowledge regarding the work and functions of those eight organizations, as well as information regarding how these organizations function within society.

## 29. Liiveinai Helena Ng

A student social worker visited the 8th Organization on its first day the student social workers visited BIDS and Bethany Society. The student social worker gained a great deal of knowledge about the work conducted by the NGOs. The student social worker visited the ARSH clinic and one-stop centre for the second time in order to obtain more information on how to protect women. On her third visit to MIMHANS and Prime Meghalaya, the student social worker learned about how to deal with people with mental problems. She also learned how to begin a business. During the fourth visit to the hope clinic, the student social worker learned more about addiction, as well as how to deal with it. Lastly, the student social worker visited the CRC. During the visit, the student social worker learned more about the NGOs and experienced so many new things.

## Conclusion

The students' social workers experienced a positive and enriching experience during their observational visits. The fact that most of the organizations were new to the students suggests that the visits provided valuable exposure to diverse perspectives and approaches within the field.

The realization that there are solutions to societal problems and that social workers can play a crucial role in implementing those solutions is an empowering takeaway. It highlights the potential impact that individuals within the social work profession can have on addressing and ameliorating the various challenges faced by society.

The diversity in functions among the eight organizations underscores the breadth of the social work field, showcasing the different ways organizations can contribute to positive change. Despite their distinct functions, the common thread of a shared purpose and a commitment to making a positive impact through their efforts is a unifying and inspiring aspect.

Overall, these experiences seem to have provided the students with a broader understanding of the social work landscape, fostering a sense of unity and purpose within the profession. This exposure is likely to contribute significantly to their knowledge base and motivation as they pursue their careers in social work.



## Annexure

### Annexure 1: List of Participants

Sl. No.	Names of Students	Sl. No.	Names of Students
1	Nebel Mary Suting	16	Balakordor Pariong
2	Daialin Lyngdoh	17	Enrich Well Toi
3	Poonam Ray	18	Kimberly Pyrtuh
4	Barsha Rani Sonowal	19	Ibasuk Khyriem
5	Ibadapbiang Wahlang	20	Emdormi R Mairom
6	Johnyta Pdahkasiej	21	Bankitborlang Hynniewta
7	Vicky John Lamare	22	Doreen Liza Wahlang
8	Eliana Rikmitchi Areng	23	Evanstone Thangkhiew
9	Phibatriti Marbaniang	24	Ibadapbiang Wahlang
10	Pynshngainlangki Suting	25	Richweaver Lyngkhoi
11	Rebecca Warjri	26	Saphibanrisa Thangkhiew
12	Siddhant Das Senapati	27	Athan H Kharkongor
13	Delfrina Lyngdoh	28	Daphimaya Shylla
14	Donaliza Kurbah	29	Liiveinai Helena Ng
15	Medaaishisha Suna		

Sl. No.	Faculty members who attended with students
1	Mr. George Kerry Sunn
2	Dr. Hazel Berret Wahlang
3	Ms. Ainamlin Dkhar
4	Mr. Martius Rynjah

## Annexure 2: Event Poster

DEPARTMENT OF SOCIAL WORK-PG  
ST. EDMUND'S COLLEGE



# OBSERVATIONAL VISIT



1. Bosco Integrated Dev. Society
2. Bethany Society
3. Friend's Corner, ARSH Clinic,  
Ganesh Das Hospital
4. One Stop Centre, Ganesh Das Hosp.
5. District Mental Health Programme,  
MIMHANS
6. PRIME Hub Meghalaya
7. New Hope De-Addiction Centre
8. Composite Regional Centre-  
Shillong

**22 SEPT- 12 OCT 2023**



deptmsw.sec@gmail.com



**STUDY TOUR 2023**  
**KOLKATA, WEST BENGAL, INDIA**  
**MSW 3<sup>RD</sup> SEMESTER**  
**BATCH 2022-2024**



**DATE: 10<sup>TH</sup> OCTOBER- 18<sup>TH</sup> OCTOBER 2023**  
**DEPARTMENT OF SOCIAL WORK-PG**  
**ST EDMUND'S COLLEGE, SHILLONG**

## **ACKNOWLEDGEMENT**

At the very outset, we would like to thank God Almighty for His blessing and grace for keeping us in good health and guiding us throughout the study tour journey which completed successfully.

The MSW 3<sup>rd</sup> semester would like to express their gratitude to the Principal In-charge of St Edmund's College, Dr. (Br) Simon Coelho for lending his helping hand for the journey of Study Tour.

We would like to express our sincere gratitude to the, Vice Principal (Administration), Vice-Principal (Academics) and the Dean of St Edmund's and the Management for their positive response and continuous support for our Study Tour.

We would like to express my hearty appreciation and thanks to the Head of Department, Social Work-PG, Dr Rituparna Rajendra who always support, motivate and encourage us for the Study Tour journey. We would like to express our sincere appreciation and gratitude to the two Faculty Members, Ms. Ainamlin Dkhar and Mr George Kerry Sunn for their heartfelt contribution in sparing their valuable time in accompanying us throughout the Study Tour journey in Kolkata, West Bengal. India

We would like to express our special thanks to all the Faculty members of the Department of Social Work, St Edmund's College, Shillong who have always been helpful and supportive with their insightful knowledge and ideas in carrying out this Study Tour Trip to Kolkata, West Bengal.

Our special thanks and appreciation to all the Organisations including Acid Survivor & Women Welfare Foundation, SWAYAM, St Xavier University, Stars Welfare Society, Don Bosco Ashayalam, Durbar Mahila Samanwaya Committee, Antara Psychiatric Hospital, Baruipur Pulakito Samaj, Samaritan Help Mission, and Paripurnata Halfway Home for sparing their precious time for the orientation program of MSW students during the study tour journey without which the Study Tour would not have been a successful without their support and cooperation.

# **DEPARTMENT OF SOCIAL WORK-PG**

## Table of Content

1. INTRODUCTION .....	2
1.1 OBJECTIVE OF THE STUDY TOUR .....	3
1.2 BRIEF ABOUT KOLKATA .....	3
2. BACKGROUND OF THE ORGANIZATIONAL VISIT .....	4
2.1 ACID SURVIVORS AND WOMEN WELFARE FOUNDATION .....	4
2.2 SWAYAM .....	8
2.3 ST. XAVIER UNIVERSITY, SOCIAL WORK DEPARTMENT-PG .....	11
2.4 STARS WELFARE SOCIETY .....	13
2.7 ANTARA PSYCHIATRIC HOSPITAL .....	20
2.8 BARUIPUR PULAKITO SAMAJ .....	23
2.9 SAMARITAN HELP MISSION .....	24
2.10 PARIPURNATA HALF WAY HOME .....	26
3. SIGHTSEEING IN KOLKATA .....	29
3.1 VICTORIA MEMORIAL .....	29
3.2 INDIAN MUSEUM .....	30
3.3 SCIENCE CITY .....	31
3.4 NICCO PARK .....	32
4. STUDENTS' REFLECTION .....	33
5. CONCLUSION .....	34
ANNEXURES .....	36
Annexure 1: Committees for Study Tour .....	36
Annexure 2: Statement of Expenditure .....	38
Annexure 3: List of Students/Faculty .....	39
Annexure 4: List of Organisations .....	40



## **1. INTRODUCTION**

The Model Curriculum of Social Work stipulates that the Study Tour is a mandatory component of the Master's Degree Programme in Social Work (UGC, 2001). Every year, the Department of Social Work-PG of St. Edmund's College, Shillong conducts a 10 days Study Tour for the MSW students in their Third semester. This year's Study Tour was held at Kolkata, West Bengal, India from 10<sup>th</sup> October -18<sup>th</sup> October 2023.

The Study Tour is an educational field trip which fosters and enables the students to experience and understand the group dynamics and the various programs and services offered by the different esteemed organizations in the field of Social work which work towards the marginalized and disadvantaged section of the society. It aims at building personal development, critical thinking and life skills such as team work, communication, problem solving skills and decision making that is learn through life experience of the Study Tour.

The MSW 3<sup>rd</sup> semester students of the Department of Social Work-PG of St. Edmunds College, Shillong undertook a Study Tour in Kolkata, West Bengal, India for 10 days. During the study tour, the students visited various organizations that works and operates in different thematic areas which are associated in the field of social work practices in Kolkata, West Bengal, India. For the orientation



program of the Study Tour, the MSW 3<sup>rd</sup> semester students visited 10 organizations which works and operates independently in the field of Mental Health, Education, Domestic Violence & Women issue, Shelter Home, Sex Work and Prostitution and Children living in the Street, Slums and Railways Station. In addition, the students were given a chance to go for sightseeing to Victoria Memorial, Science City, Indian Museum and Nicco Park which is also part of the study tour trip for student life experiences. Through this study tour, the student social workers gained immense experience in various aspects of group interaction and living. The student social workers were also exposed to new environment and acquired valuable knowledge about the cultural aspects and also a vast exposure to the disciplines of social work practices.

## **1.1 OBJECTIVE OF THE STUDY TOUR**

- To provide an opportunity to the students to experience group dynamics and understand the importance of social relationships.
- To be aware of various socio-cultural patterns, value systems and social practices in different parts of the world.
- To visit various NGOs, Organization related to the field of specialization and understand and functioning of such successful organization.
- To build in competencies related to planning, implementation and execution of tasks related to the organizing group travel and accommodation and visit.
- To impart training in social work education through purposeful recreation, sightseeing and discussion in different places and atmosphere.

## **1.2 BRIEF ABOUT KOLKATA**

The city of Kolkata serves as the capital of the West Bengal state. It was formerly known as Calcutta, the city was founded in 1698 and served as the capital of British India until 1911 when it was moved to Delhi. In 2001, the city was renamed Kolkata<sup>1</sup>.

As one of the largest cities and ports in India, it is of great importance. Located about 96 miles (154 kilometers) upstream from the head of the Bay of Bengal, the city is situated on the east bank of the Hugli (Hooghly) River, the main channel of the Ganges (Ganga) River; the port city developed as a point for the transshipment of goods from the ocean to land. It is a city that is the dominant urban center of eastern India, a centre of commerce, transportation, and manufacturing<sup>2</sup>.

---

<sup>1</sup><https://www.india.com/travel/kolkata/things-to-do/events-kolkata/>

<sup>2</sup> Banerjee-Guha, S. and Sinha, . N.K. (2024, March 22). Kolkata. Encyclopedia Britannica. <https://www.britannica.com/place/Kolkata>

## **2. BACKGROUND OF THE ORGANIZATIONAL VISIT**

### **2.1 ACID SURVIVORS AND WOMEN WELFARE FOUNDATION**

#### **2.1.1 Profile of the Organisation**

(ASWWF) formerly known as Acid Survivors Foundation India, is a leading not-for-profit, non-governmental organisation working for the prevention of Acid burning and other forms of violence against women in India since 2010. It was formerly known as Acid Survivors Foundation India, is an organisation which works towards the development and welfare of women.



ASWWF promotes a social environment conducive to the elimination of gender violence and acts as a forum for advocacy for such cases. ASWWF espouses a firm legal basis for the prosecution of offenders. It also advocates for the prescription of national guidelines for treatment, aftercare and rehabilitation of survivors of acid violence and other forms of violence. The foundation has plans to open more chapters and offices to enhance further the outreach of its mission to rebuild the lives of all acid and other gender-based violence survivors. ASWWF continues its journey in rebuilding lives. The saying that time is a great healer does not lessen the traumatised woman's woes who has to encounter shame and suffering for her very existence. ASWWF is trying to make the lives of the survivors a little easier and better. Acid Survivors & Women Welfare Foundation is an NGO that has been expanding its scope and range of services to support survivors of all forms of violence and atrocities against women, including trafficking and domestic violence.

#### **Vision**

They aspire to have a world free from violence, where all women are empowered to live a life dignified life.

**Mission**

- To rebuild lives for a better tomorrow through advocacy and collaboration by giving medical and psycho-social care and helping them heal and recover from trauma.
- Eradication of any kind of social, physical or psychological violence against women.

**2.1.2 Brief description of the orientation visit**

On the first day of the Study Tour 2023, the 11<sup>th</sup> of October 2023, the MSW 3rd semester students of the Department of Social Work-PG, St. Edmund's College, along with the two Faculty Supervisors, went for the organisational visit to Acid Survivor & Women Welfare Foundation, which is located in Tangra Industrial Estate -II, Kolkata. Initially, the MSW 3rd semester students and their faculty supervisor were welcomed and introduced to the staff and team of Acid Survivor and Women Welfare Foundation.



The visit to this organisation aimed to understand the issues and challenges of the women Acid Survivors and victims', to understand the social, psychological and medical consequences and effects on women acid survivors and victims, and to understand the preventive measures, advocacy, rehabilitation and legal support and the care and treatment towards the women acid survivor and victims. To comprehend and fulfill the objectives of the visit, the organisation

organised an orientation program to highlight the working and functions, their services and how they cater to the social, psychological, emotional, economic and medical needs of the Acid Attack Survivor and victims. Consequently, the orientation program was chaired by the Assistant Director of the organisation, Mr Avijit Kumar, who officially welcomed the MSW 3rd semester students and the Faculty Supervisors to the organisation, and he expressed his warm gestures and gratitude towards them for choosing to visit their organisation. In his session, he presented a PowerPoint to the students by highlighting and introducing the profile of the organisation, the

## ***DEPARTMENT OF SOCIAL WORK-PG***

details and information about the organisation and their work in rendering their assistance and services to women acid attack victims and survivors.



Furthermore, his presentation shows the data on the global acid attack trend, with India having the highest rate, with more than 700 cases of acid attack between the years 2010-2022. The Indian acid attack trend shows that the northern region has the highest rate with 32% (as per the Ministry of Home, Government of India) of the number of acid attacks, and West Bengal is a state which has the highest acid attack rate with more than 450 cases in 2017-2022. This shows that acid attacks are widespread in India, and the majority of the victims and survivors are women.

In addition, he also brought up the various reasons for the acid attack. There are multiple reasons for this, including Rejection of Marriage, Love, Sex Proposal, Land Dispute, Professional



Dispute, Marital Discord, Dowry, Professional Jealousy, and Family Related Dispute. The presentation shows the age group of the victims between 11-30 Years 65 % of the Victims are Female and 35% are Male.

He highlighted that, the organisation provides holistic care to the survivor and works closely with like-minded organisations nationally and internationally. The speaker even told the student social workers that the ASWWF works hand in hand with Acid Survivors Trust International (ADTI), a UK-based Charity and centre of excellence in this field. Similarly, they are also partnering with organisations within India.

After the orientation program, the students had an interactive session with questions and queries to gain more information about the organization's members to clear their doubts. Towards the end of the program, the organisation had a meaningful felicitation ceremony for the MSW 3rd semester students and their Faculty Supervisors with a kind presentation of certificates, gifts



## ***DEPARTMENT OF SOCIAL WORK-PG***

items and a book named "Enlightenment, a Journey within through Service" by Dr. Hari Prasad Kanoria to everyone.

After the visit to ASSWF, the students were able to gain insightful information and knowledge in understanding the issues, challenges and consequences faced by the Acid Attack victims and survivors. It also gives outstanding exposure and experiences in this field of social work practice in rendering their services towards the Acid Attack victims and survivors. Hence, it allows the students to relate their field of practice, as such practices towards women are not very common in the state of origin of the MSW 3rd semester students. Even though many organisations work for the welfare of women in the State of Meghalaya, the student social workers had not encountered visited or came across any of these organisations in the state which work specifically for women Acid Attack victims and survivors.

The orientation visit was delighted with the presence of Dr. Rahul Varma, the Chief Operating Officer of Acid Survivor & Women Welfare Foundation, who shared his thoughts with the MSW 3rd students about his life story and his leadership experiences in Cooperate Sectors serving and holding significant strategic senior positions with large cooperates and foundations in India and abroad. In his speech, he emphasises the goal of the organisations that want to educate students, the young generation, and women



about the rights they are entitled to. He also said that on their part, it is a venture to empower the vulnerable section of our society.

Dr Rahul Varma also highlights some of the activities done by the organisation, which include:

1. World Environment Day with a message "We care for them, they care for Mother Earth".
2. Awareness programmes at the national and international levels use various forms of media, such as mobile vehicles, radio, television, films and documentaries, street plays, and social media.
3. Participation and Representation of the Acid Attack survivors regularly in national and international talk shows and panel discussions on television/radio channels.

## ***DEPARTMENT OF SOCIAL WORK-PG***

4. Free Vocational Training and Skill development are provided to the Acid Attack survivors, such as beauticians training, costume jewellery making, tailoring and many more (as per the need and interest of the beneficiary) to empower and enhance them to go back into the mainstream and earn their livelihood to support their own family.
5. Employment opportunities Generation.

Thus, the ASWWF endeavours to provide a better life to disadvantaged women and encourage them to stand on their own feet and work towards their goal to ensure their future is settled and they do not have to struggle and apprehend their cruelties because of their helplessness and to promote an enlightened attitude towards human rights and gender equality through various means.

## **2.2 SWAYAM**

### **2.2.1 Profile of the Organisation**

Swayam is a feminist organization which is committed to advancing women's rights and ending discrimination and violence against women and children. They facilitate the empowerment of women survivors of violence and enable them to become self-confident, self-sufficient and self-reliant. They generate discussion, debate and action in society to challenge social norms, values and systems that deem discrimination and violence against women and girls acceptable.



In 1995, Swayam was founded and registered in Kolkata, India, as a public charity trust by Mrs. Amrita Dasgupta. Since then, Swayam has expanded both as an organization and the women it assists, becoming one of the top organizations of its kind in India. Currently, the organization is working in three centers, one each in South 24 Parganas, West Bengal; Deodar Street and Metiabruz in Kolkata; and Diamond Harbour in South 24 Parganas, West Bengal, Swayam employs 48 people total, including 7 consultants and field personnel. The organization believes in their values which are committed to Mutual Respect, Quality and Excellences, Transparency, Accountability, Integrity, Equality, Partnership and Collaboration, Participatory Approach, secularism and Non Discrimination.

## ***DEPARTMENT OF SOCIAL WORK-PG***

### **Vision**

Swayam envisions a non-discriminatory, violence-free and gender-equal society.

### **Mission**

Swayam works to end discrimination and violence against women, advance women's rights and facilitate women's empowerment

### **2.2.2 Brief description of the orientation visit**

The MSW 3<sup>rd</sup> semester students of the Department of Social Work-PG, St. Edmund's College went to Swayam on the 11<sup>th</sup> of October, 2023 for the organisational visit as part of the study tour program. The staff members at Swayam gave the student social workers a warm welcome when they arrived at their agency and they were guided to the conference room for the orientation program. The two resource persons, Miss Rani and Ms. Anuradha started the session with a brief introduction in which Ms. Rani belongs to the Preventive Strategy Team, while Miss Anuradha is part of the Curative Strategy Team



Ms Rani started the orientation with a presentation about the functions, working and services offered by the organisation. She gave a presentation on the goals and objectives of Swayam. She clarified that Swayam was founded in 1995 in Kolkata with the goal of ending violence against women and their children. Swayam envisions a future free from violence and discrimination, where everyone has access to the same opportunities and rights. The objectives of Swayam are to empower women by empowering them to believe in themselves, to challenge and alter social norms and values that justify violence against women, to hold society and the government responsible for preventing violence against women, to guarantee that women have access to and use their rights, and to work collectively and in solidarity with organizations, networks, and movements to influence public opinion and public policy. She further clarified that curative and preventative intervention techniques are the two categories of tactics used in Swayam. The preventative method entails developing strategies to

## ***DEPARTMENT OF SOCIAL WORK-PG***

create a society free from violence, while the curative strategy provides women with direct support services to end abuse.

Ms Rani then explained that individual services offered by Swayam include casework and counselling, where clients come to the agency and receive free counselling if necessary, family counseling. Further, the organisation provides an income generation program that teaches clients how to start their own business and find a source of income, emergency financial assistance, legal advice in cases where clients' cases have reached court, psychological counselling for clients who are mentally ill or disturbed, and follow-up with the police, courts, and other government agencies. In addition to group work



activities and services, there are mental health camps located throughout Kolkata, Anger Management Workshops where a group of people gather to discuss anger management, outstation workshops, ads and film shows where participants make and learn from films about domestic violence, assertive communication workshops, and creative expression workshops. The Nari Adhikar Pratishtha Mancha (NAPM), the dance group, the theatre groups, the Prayas editorial board, and the music group are the five agents of change that the organisation also focuses on and they go by the name of Self-Expression groups.

Following, Ms. Anuradha resumed the presentation by discussing preventive strategies and according to her, the tactics include networking, interacting with state agencies and stakeholders, conducting research on domestic violence and publishing the results for charitable purposes, developing people's capacity to become self-reliant and self-assured, and organizing awareness campaigns and programs throughout Kolkata to raise public awareness of domestic abuse and violence. Ms Anuradha went on to say that domestic abuse is typically seen as an isolated incidence. The truth is that any form of violence, whether it is carried out in secret or in public, is not a private affair. It is a matter of society. The social system in our culture that grants men the moral right and power to govern a woman's life is directly responsible for domestic violence.

## ***DEPARTMENT OF SOCIAL WORK-PG***

Participation in the community is therefore crucial to putting an end to violence against women and violence in a relationship cannot be justified or tolerated, regardless of the issues that may arise.

As part of the presentation, the resource persons showed four short films to the participants to explain how perception affects everything and how one's perspective affects everything in a situation. Although one may not be able to control what occurs in their lives, one can influence how they react to certain stressors and situations that come up. The student social workers asked a few questions as the orientation came to a conclusion and the resource people answered each one.

### **2.3 ST. XAVIER UNIVERSITY, SOCIAL WORK DEPARTMENT -PG**

#### **2.3.1 Profile of the Organisation**

The Jassu Crest of Saint Francis Xavier's family, the university patron, served as the inspiration for the Crest of St. Xavier's University in Kolkata. It has been customized to the local environment, giving off an Indian university's own local flavor. The white and blue escutcheon represents the Palacio of Xavier and has a tiger and palm tree that are overshadowed by a silver crescent moon.



A University of the Society of Jesus (Jesus Hominum Salvator - Jesus, Savior of Human Family) is alluded to by the charge on the Dexter, IHS. The Xaverian family's vigor is recalled by the base's checkered argent and sable. The escutcheon is surrounded by a garter that reads "St. Xavier's University, Kolkata" and is topped with a cross that is radiating holy light.

#### **Vision**

As a Centre of Excellence, St. Xavier's University, Kolkata, is motivated by the Ignatian charism of producing men and women for others and works to advance a society that values justice, equality, love, freedom, and fraternity.



## ***DEPARTMENT OF SOCIAL WORK-PG***

### **Mission**

- To give each and every St. Xavier's University student a special education that will change them academically, culturally, socially, and individually.
- To close the gap between rural and urban areas by bringing education's advantages to the underprivileged and disenfranchised and working for their empowerment.
- To guarantee equal access to higher education for all worthy and qualified students, regardless of caste or creed, with a preference for the underprivileged and disenfranchised.
- To provide topics for enhancing one's competence and to inspire and enliven a workforce
- infused with human values
- To establish a center of culture and actively encourage intercultural understanding and concord in order to foster a discourse-friendly environment on campus;
- To create courses that are application-focused and require a value-based perspective in order to foster individuals' complete growth;
- To develop competent, devoted, moral, and compassionate young people.

### **2.3.2 Brief description of the orientation visit**

The MSW 3<sup>rd</sup> semester students attended an orientation at St. Xavier's University in Kolkata on 12<sup>th</sup> October, 2023. Giving students additional information about the university is the aim of the visit. They met with the Social Work Department (PG) Faculty Members at St. Xavier's University in Kolkata during the session, which included Dr. Rupa Biswas, Head of the Department. She started the introduction about the Department and the Faculty members. She explained to the students with the year that the college was established and its history. She gave a brief introduction to the course and its specialties in the Social Work Department (PG) at the University. The listed specializations are Family & Child Welfare and Human Resource Development and Management.



## ***DEPARTMENT OF SOCIAL WORK-PG***

Following a brief introduction, Mr. Sukhendu Bank, the Fieldwork Coordinator went over the first through fourth semesters of the department's course structure with the students. Along with discussing the specialties offered and he further provided a quick synopsis of the Department's operations, including initiatives like Awareness and the annual 10-day rural camp they host for their students. He also discussed an earlier rural camp that was conducted not far from West Bengal's Bangladesh border. After that, a song was sung by the MSW students of the Department Social Work-PG, St. Edmund's College students. The theme song from the preceding Rural Camp held at Pahammardoloi.

The Faculty Supervisors, Miss Ainamlin Dkhar and Mr. George Kerry Sunn, gave a last, succinct introduction to the St. Edmund's college Shillong and the Department of Social Work-PG by playing a little documentary about the department and the campus. After the session, one of the St. Edmund's College MSW third semester students offered a vote of gratitude, and as a token of appreciation, a souvenir was handed to the Head of Department, Social Work (PG), St. Xavier's University Kolkata.



## **2.4 STARS WELFARE SOCIETY**

### **2.4.1 Profile of the Organisation**

The Stars Welfare Society is a non-profit organization which is founded in 2004 with a motto '*Turning Scars into Stars*'. The organization was started and founded by two tirelessly striving individuals, Mr. Chia Hua Chung and Ms. Yasmin Naomi Chung who saw the need of the slums and factory workers children in need of Education, Guidance and Food. Start Welfare Society has intervned in the field of Free



## ***DEPARTMENT OF SOCIAL WORK-PG***

education along with wholesome nutritious meal by means of Mid-Day Meal programme and a safe haven for marginalized children, empowering women through awareness programme and self-defense classes, Health care through hygiene and sanitation programme, health camps, free medical check-up and distribution of first aid kits and medicines, Free Food distribution, Vocational Training for income generation and providing livelihood to support children and their families.

The organisation is committed to taking action that is fully focused on serving mankind, regardless of caste, creed, religion, or political affiliation. The organization's primary objective has been to assist women and children living in slums and on the streets in realizing their potential and learning to value themselves. Additionally, it restores one's sense of self, independence, and confidence.

### **2.4.2 Brief Description about the Orientation Programme**

The MSW 3<sup>rd</sup> Semester students from St. Edmund's College's, Department of Social Work-PG visited Stars Welfare Society on the 12<sup>th</sup> October 2023. During this visit, 16 students along with two Faculty Supervisors from the Department of Social Work-PG St. Edmund's College participated in the orientation visit to the organisation to learn about the function and services of the agency.



Following, their arrival to the organization, the student social workers were met by the founders, Mr. Chia Hua Chung and Mrs. Yasmin Naomi Chung, and then by the children who performed a variety of dance routines to welcome them. Such a lavish welcome astonished the young social workers. Star Welfare Society was founded by the industrious efforts of its founders, who saw the lack of food, education, and direction for the children of slum and manufacturing workers.



They welcome those in need into their house by opening its doors. The main goal of the organization has been helping the slums and street children and women to manifest their potentials to develop a sense of respect for themselves and also to re-establish the self-image, self-reliance, self-confidence and build skill human resources for socio-economic development of the nation within its areas of operation cutting across the barriers through collective actions and united efforts. Stars Welfare Society has stepped

in to provide free instruction and a healthy, balanced lunch, a place of safety and refuge for youngsters from disadvantaged backgrounds. Alongside, the kids from Stars Welfare Society, the student social workers performed songs and danced. Additionally, the student social workers engaged with the kids and grew to know them more. Both the youngster and the social workers student had an amazing experience. Prior to their departure, the organization provided the student social workers with some food, and they did so grinning, broadly.

## **2.5 DON BOSCO ASHALAYAM**

### **2.5.1 Profile of the Organisation**

Don Bosco Ashalayam is a residential care center for children in need. It is known as a home of hope for Children. Our goal is to provide a safe and nurturing environment for children to grow and develop. Currently, they have 350 children who are staying in 16 Hostels, in addition to 1200 children who are being taken care of by our street and slum schools.



Don Bosco Ashalayam began in Howrah railway Station and later in temporary shelter in the City of Joy, Howrah with 14 children and later shifted to Kadamtala in 1989. It is one of the renowned organisation in Howrah district of West Bengal, who are especially working on child



## ***DEPARTMENT OF SOCIAL WORK-PG***

protection and youth at risk. Don Bosco also runs CHILDLINE service at Howrah district & Howrah Railway Station. Although its a Christian organization by nature, but children from all cast and creed are welcome here. They have huge infrastructure at Howrah including scope for residential stay, vocational training and playground for children.

Don Bosco Ashalayam is an NGO that has been offering children who are either without parental care or at risk of losing it, a value chain of high-quality care services that goes beyond childcare alone and ensures wholesome child development for more than 35 years. Don Bosco Ashalayam, an NGO, has provided a value chain of excellent care services that extends beyond child care alone and guarantees healthy child development to children who are either without parental care or at risk of losing it. They have so far personally guided more than 155,000 kids toward empowerment via education through their Mission Education Program.

### **Vision**

Their vision is a child friendly society that owns up and offers facilities for all its children for optimum development and to become socially responsible citizens.

### **Mission**

The mission of the organisation is to Educate, Empower, Promote children's basic rights - survival, protection, participation and development.

## **2.5.2 Brief Description about the Orientation Programme**

The MSW 3<sup>rd</sup> semester students from the Department of Social Work-PG St. Edmund's College Shillong attended an orientation programme in Don Bosco Ashalayam, Kolkata, on October 13, 2023. The visit's goal is to gain more knowledge about the organization's activities.

Ms. Dipshika Mukherjee and Fr. (Dr). George Chempakathinal, the Director of Don Bosco Ashalayam, served as the Resource Persons. During the session, Ms. Dipshika Mukherjee, provided the orientation about the organization, and Father George were presented to the student social workers. Father George spoke with the student social workers at orientation





## ***DEPARTMENT OF SOCIAL WORK-PG***

and gave a quick overview of Don Bosco Ashalayam. He clarified that the group was founded in 1985 at the Howrah Railway Station and moved to Kadamtala in 1989. Fr. George talked about the organization's stages of intervention, mission, and vision. Fr. George gave a quick introduction before Ms Dipshika Mukherjee explained that Don Bosco Ashalayam is a residential care facility for underprivileged children, with the mission of giving children a secure, supportive environment in which they may freely grow and develop. At the moment, the organization is caring for around 312 children in 18 hostels, on top of the 766 youngsters attending slum and street schools. Additionally, the Ashalayam offers impoverished students instruction based on their areas of interest and aptitude; the educational opportunities span from elementary school to post-graduation/professional school. The children's scholastic abilities are improved by computer lessons, functional English instruction, and tuition. The aim is to provide children the information and abilities they need to have successful, meaningful lives.

Additionally, Ms. Dipshika Mukherjee explains that the Ashalayam's primary goal is to improve healthcare and give impoverished children access to it. Every Residential Home undergoes recurring health examinations. Children who are diagnosed with any illness are given rapid access to medical



consultations, prescription drugs, and hospitalization as necessary. Every one of the Ashalayam's four units has an infirmary that treats minor illnesses, wounds, and cuts. By include sports and activities in its curriculum; the organization encourages healthy lives while helping kids develop their self-confidence and collaboration. Furthermore, Ms. Dipshika Mukherjee and Fr. George informed the student social workers that the organization helps its students obtain independent employment by providing career counseling and job placement aid. Between 2018 and 2022, over 100 young adults were put in various industries. The organization gives students the opportunity to select from a variety of vocational programs and build skills that are marketable to employers.

## **2.6 DURBAR MAHILA SAMANWAYA COMMITTEE**

### **2.6.1 Profile of the Organisation**

The agency is located at Nilmoni Mitra Street, Kolkata. Their Area of working is sex work and prostitutions. The Durbar Mahila Samanwaya Committee or simply The organization is a collective of 65,000 sex workers in West Bengal. It was established on 15<sup>th</sup> February 1992, in Sonagachi, the largest Red-Light District in Kolkata, West Bengal, India with estimated 11,000 sex workers. The organisation has been



working on women's rights and sex workers' rights advocacy, anti-human trafficking and HIV/AIDS prevention. The Durbar states that its aims are the challenging and altering of the barriers that form the everyday reality of sex workers' lives as they relate to their poverty or their ostracism. Durbar runs 51 free clinics for sex workers across West Bengal, with support from organisations such as the Ford Foundation and the National AIDS Control Organisation (NACO), who also help the organisation in its initiatives like networking, rights protection and creating alternative livelihood for sex workers. The group is overtly political in its aims of fighting for the recognition of prostitution as legal work and, of sex workers as workers and, for a secure social existence of sex workers and their children. They work for the legalization of prostitution and seek to reform laws that restrict human rights of sex.

### **2.6.2 Brief Description about the Orientation Programme**

The MSW 3<sup>rd</sup> semester students of the Department of Social Work-PG, St. Edmund's College, Shillong on the 13<sup>th</sup> of October, 2023 visited the Durbar Mahila Samanwaya Committee as part of their study tour programme. For the orientation programme, 16 students along with two faculty members participated in the orientation visit to the organisation to learn about the working condition and services provided by the organisation.

## ***DEPARTMENT OF SOCIAL WORK-PG***

The agency members engaged in a conversation with the student social workers. The President Putul Halder and Secretary Kajol Bose delivered the orientation. They assist women and children. The participants discussed their experiences as sex workers and working with them, as well as the difficulties and obstacles they encountered. Sixty-five thousand sex workers operate together in Durbar, West Bengal. Durbar was founded on February 15, 1992, in Sonagachi, the largest red-light district in Kolkata, West Bengal, India, with an estimated 11,000 sex workers. Since then, the organization has advocated for the rights of women and sex workers, opposed human trafficking, and prevented HIV/AIDS. According to Durbar, the organization's goals are



to challenge and change the constraints that sex workers face on a daily basis in relation to their poverty and exclusion. With assistance from groups like the Ford Foundation and the National AIDS Control Organization (NACO), Durbar operates 51 free clinics for sex workers throughout West Bengal. These groups also support Durbar's efforts to protect sex workers' rights, network, and create alternative means of

subsistence. The group's goals are explicitly political: they want sex workers to be recognized as workers, prostitution to be recognized as legal, and sex workers and their kids to live safe, social lives. They advocate for the legalization of prostitution and the revision of regulations that impede sexual minorities' human rights. The organisation opened for intership program with students and volunteers across the country and overseas came for research, study and academics learning and experiences.

In this visit, the MSW students and the Faculty Member were allowed to visit the Red Light area in Sonagachi with the supervision of the staff members of the organization. The teams were divided into two groups for which each group went for an observational visit to these areas and to learn the living condition and the environment of the sex workers living in red light area. The visit to Sonagachi provides an observational learning to the students and faculty members as it enable them to reflect and understand their life experiences.

## **2.7 ANTARA PSYCHIATRIC HOSPITAL**

### **2.7.1 Profile of the Organisation**

The Antara Hospital was founded by Mother Teresa, Dr. Satrujit Das Gupta, Mr. P.M. John, Fr. Andrew, Dr. R.B. Davis, and a few others in 1971, and it has been celebrating 53 years of its existence today. The main goal of Antara Society was to provide care, treatment, and rehabilitation to the impoverished and destitute who were suffering from mental disorders, including drug and alcohol addiction. The center was situated in Kolkata, West Bengal's Vill, Hariharpur, Dakshi Gobindapur. It is mainly focused on psychiatrists and psychologists who specialise in treating anxiety, clinical depression, bipolar disorder and mental health issues.



### **Objectives of the Organisation**

- To run a voluntary association of social workers and psychiatrists for the purpose of assisting, rehabilitating and treating the mentally challenged irrespective of caste, colour or creed.
- To provide outdoor, indoor and domiciliary treatment to the mentally ill, including alcoholics and drug addicts.
- To conduct research and training for the development of the healing of the mentally ill.
- To establish in Kolkata and elsewhere centres and branches for expansion of the activities of the association

### **Vision**

The ever-increasing complexities of modern life are creating more problems for the human mind to cope with. Mental illness, including addiction and alcoholism, are assuming greater proportions as challenging social problems. ANTARA is a response to these challenges. We strive to extend a helping hand to the man in mental distress.



## ***DEPARTMENT OF SOCIAL WORK-PG***

### **Mission**

The Mission of ANTARA is to alleviate suffering of people afflicted with mental illness, addiction and alcoholism, especially destitute and poor. ANTARA shall strive to do this with love, patience and compassion.

### **2.7.2 Brief Description about the Orientation Programme**

On the 14<sup>th</sup> of October 2023, the MSW 3<sup>rd</sup> semester of the Department of Social Work-PG, St. Edmund's College, Shillong along with two faculty members, had an orientation programme at the Antara Hospital. The purpose of the visit is got to know more about the working condition of the Antara Hospital. The resource persons of the session were the CEO (Chief Executive Officer) of the Antara Hospital, Mr Nobin Samuel and Community Health Outreach Worker Mrs Ankhi Sarkar.



Initially, the Faculty Members of the Department of Social Work-PG St Edmund College's and the MSW students were welcomed by the staff members of Antara Hospital before the kickstart of the orientation session. Mrs. Ankhi Sarkar, a Community Health Outreach Worker from Antara Hospital, was the program's first speaker. She began by giving an overview of the hospital's operations. Antara Psychiatrist Hospital was founded in 1971 and has now celebrated 53 years of operation. Initially, it was housed at the largest non-profit, non-governmental organization in Baruipur City, Kolkata City. On December 4, 1979, a 2 acre plot of land was purchased in Hariharpur Village, and on June 26, 1982, the hospital moved from Picnic Garden Home to a new center at Antaragram. Antara Hospital works on various services, facilities, professional development, and outreach initiatives for the community. They also offer treatment and relief from conditions other than mental illness or psychological problems. Additionally, they operate a rehabilitation facility where they assist those who have engaged in drug misuse. In addition to offering full-time education, Antara accepts volunteers and students pursuing MSW, Psychology, GNM, B.Sc. Nursing, M.Sc. Nursing, or other social science degrees. They also provide great exposure visits, internships, and practical job experience. Basic Mental Health



## ***DEPARTMENT OF SOCIAL WORK-PG***

Care is the course. She also talked about the patients or inmates who reside there, explaining that if they are unable to pay their bills in full, the management will assist them by paying half of what is owed. Currently, 30 patients receive free housing and all other amenities. She also mentioned that she used to visit outreach locations to educate the public about the stigmatization and discrimination against mental health issues, helping them to fully understand the importance of mental health.



Mr. Nobin Samuel, the CEO of Antara Hospital, was the second speaker. He explained that Antara is a non-profit, non-governmental organization in India that provides comprehensive mental healthcare services to individuals from all socioeconomic backgrounds, including those in poverty. He focused primarily on the effects of depression and anxiety disorders, emphasizing that patients who experience these conditions may also develop mental health problems if they are unable to get help or communicate their struggles to others. As a future social worker, he also advised us to always remember to show empathy for those who experience these problems. He said that the hospital staff never tied up patients who stay here; instead, they let them walk around the campus and socialize with other patients who have also been staying here. In addition, Antara offers recreational activities like drama, mine, discussions, debates, dance, music, instruments, gardening, handicraft design, and card design. Patients can also engage in reading libraries through these activities, which will help them avoid stress, tension, and dull or boring situations.

## **2.8 BARUIPUR PULAKITO SAMAJ**

### **2.8.1 Profile of the Organisation**

On August 30, 2019, Baruiपुर Pulakito Samaj was established in Kolkata's Rajkuma Sarani, West Bengal, as a registered society (non-governmental). Baruiपुर Pulakito Samaj aims to improve the following: sports, tourism, tribal affairs, women's development and empowerment, youth affairs, environment and forests, labor and employment, urban development and poverty alleviation in West Bengal; Children in need; Dalit Upliftment; Disaster Management; drinking water; education and literacy; aged/elderly; health and family welfare; human rights; nutrition. There are numerous of activities which are offered by Baruiपुर Pulakito Samaj, including skill development training, medical camps, yoga counselling, social development awareness, physiotherapy, youth fitness awareness programs, and food and clothing donations.

### **2.8.2 Brief Description about the Orientation Programme**

The MSW 3<sup>rd</sup> Semester students of the department of Social Work-PG, St. Edmund's College Shillong, went to visit an organisation called Baruiपुर Pulakito Samaj with two faculty supervisors. The orientation took place on the 14<sup>th</sup> of October of 2023. The purpose of the visit was to understand about the functions and purpose of organisation.

Mrs. Nivedita Bhanja, the organization's President, gave a succinct overview of the organization at the outset. Her late spouse lived in Baruiपुर Pulakito Samaj. It was founded in August 30, 2019, as an act of affection and remembrance for the late Dr. Pulakesh Bhanja. Non-governmental, non-commercial, and non-political is how Baruiपुर Samaj is defined. Baruiपुर Pulakito Samaj began its adventure in 2017 with its first disaster relief mission in Old Malda, West Bengal. It is believed that the organization was re-registered in



2019. Additionally, Mr Mahitosh Mondal clarified to the students studying social work that the organization's primary goal is to assist children in need, the issues of Dalit Upliftment, disaster relief, clean drinking water, education and literacy, senior citizens, health and family welfare,

## ***DEPARTMENT OF SOCIAL WORK-PG***

human rights, nutrition, rural development, education, poverty alleviation, sports, tourism, tribal issues, vocational training, women's empowerment and development, youth affairs, environment and forest, labor and employment, and urban development are all present in many districts of West Bengal states. He also noted that the department of textile and culture works with the NGO, which is often funded by the government. "Born to serve" is the primary motto of the NGO. Following the orientation session, the organization provided the student social worker with a light snack. Afterwards, a student expressed her gratitude and presented a keepsake as a small gift of appreciation from the College.

## **2.9 SAMARITAN HELP MISSION**

### **2.9.1 Profile of the Organisation**

Samaritan Help Mission was established in the year 2001. It was founded by Mr. Mamoon Akhtar. The mission of Samaritan Help Mission is to provide developmental opportunities to the poor and needy slum children with emphasis on young girls. Samaritan Help Mission has brought equality education to children of the economically weak strata in Tikiapara in Howrah.



### **Vision**

To provide access to quality education, life-skill training and multi-specialty healthcare facilities to empower and support the underprivileged population of the Tikiapara and Bankra slums.

### **Mission**

- To provide developmental opportunities to the poor and needy slum children with emphasis on young girls by providing them with quality education and to impart life skill education, so as to explore and develop their hidden talents and capacities.
- To train them for secured livelihood so as to lead productive and fruitful life with self-esteem and self- dignity and to rise above the narrow consideration of caste creed, community religion or language and to build a strong nation.

## ***DEPARTMENT OF SOCIAL WORK-PG***

- To provide them access to higher education and health facilities so that they develop themselves as healthy, hardworking, broadminded, intelligent and compassionate citizens, who can grow up with a secured livelihood with self-dignity and help building a stronger and healthy nation.

### **Objectives of the Organisation**

- To educate the poor and underprivileged children of Tikiapara slums in English so that they can prepare themselves to succeed in the 21st century.
- To provide support to the disadvantaged students to allow them to catch up and to reduce the achievement gap with their more advantaged peers.
- To develop the resilience of the people so that they can address different adversities.
- To uplift the people socio-economically to attain the stream of social life.
- To empower the vulnerable section so that inequality can be reduced in all respects.

### **2.9.2 Brief Description about the Orientation Programme**

On the 16<sup>th</sup> of October 2023, the MSW 3<sup>rd</sup> Semester students had an orientation in Samaritan Help Mission as part of their study tour organizational visit. The purpose of the visit is to familiarize the students with the organization's operations, including how they operate, what they do and who they target.

The Resource Person was introduced to the students during the orientation. The resource person introduced himself first. He then gave a synopsis of the organisation. According to the resource person, the organization was created in 2001 by Mr. Mamoon Akhtar. The Samaritan Help Mission (SHM), a volunteer-run non-profit, is located in the Howrah, slum of Tikiapara, West Bengal India. The bulk of the population in Tikiapara is Muslim, comprising close to 80% of the total. Since its founding in 2001, Samaritan Help Mission has worked to free and empower local women who lack opportunities to enter the workforce through education and vocational training as well as



## ***DEPARTMENT OF SOCIAL WORK-PG***

impoverished children who have previously in conflict with law and engaged in various criminal activities.

The resource person indicated that the current location of the organization was once waste land. There used to be criminal activity in the area, and the locals don't have access to schooling. The company offers a range of training resources, including hardware, mobile, and professional training. By providing them with jobs, the organization empowers women. The resource person said that the organization operates a dispensary named Rebecca Belilious Charitable Dispensary in honour of Rebecca Belilious, the wife of Isaac Raphael Belilious, who gave the site, and a school entitled Samaritan Mission School. A Q&A session took place after this. After one of the MSW third semester students offered a vote of gratitude, a memento was handed as a sign of appreciation.



Following this, the MSW students were shown the organization's various facilities by the resource person, and they also had the opportunity to engage with school children. After that, the students awaited the founder, Mr. Mamoon Akhtar, who desired to speak with them. While the students waited, a brief film about the organization was shown. Finally, the founder arrived and he engaged the students by introducing himself and sharing the account of his life that led him to create the organization.

## **2.10 PARIPURNATA HALF WAY HOME**

### **2.10.1 Profile of the Organisation**

Paripurnata is a leading non-governmental organization promoting and providing psychosocial and mental health care services to marginalized mentally ill women. Paripurnata strives to usher a society where equality, justice and peace prevails, without any discrimination





## ***DEPARTMENT OF SOCIAL WORK-PG***

and marginalization on basis of caste, creed, gender, economic status, disease and disability. It is located in Panchasayar Road, Kolkata, West Bengal, India.

### **Vision**

Paripurnata strives to usher a society where equality, justice and peace prevails, without any discrimination and marginalization on basis of caste, creed, gender, economic status, disease and disability.

### **Mission**

*Paripurnata* envisages championing the cause of the marginalized mentally ill women, and strive for their mainstreaming in society in order to restore their rights and dignity.

### **Objectives of the Organisation**

1. To provide psychosocial rehabilitation to mentally ill women, families and communities
2. To organize awareness programmes, seminar, workshops and provide treatment facility (OPD) in educational institutions and local community, towards sensitizing the populace.

### **2.10.2 Brief Description about the Orientation Programme**

The third semester MSW students and two faculty members attended an orientation at Paripurnata Halfway Home on November 16, 2023. The visit's goal is to improve the students' understanding of how various agencies and organizations operate. The Paripurnata Halfway Home's Secretary, Shri B.C Chakrabarty, served as the session's resource person. He launched the orientation program with his three staff members.



The resource person presented a quick overview of the organization after being introduced to MSW students during the session. The resource person talked about the organization's past. Social activists in India began bringing attention to the situation of mentally ill people in the late 1980s. These individuals were confined to jails, supposedly for their own protection, due to a shortage of space in mental institutions. Known

as Non-Criminal Lunatics (NCLs), they were kept like criminals in deplorable and inhumane

## ***DEPARTMENT OF SOCIAL WORK-PG***

conditions, with little chance of ever getting well or being reunited with their loved ones. A group was created in Calcutta by a few well-meaning individuals to investigate the issue further. After considering a number of choices, they ultimately opted for the Halfway Home style of rehabilitation, which had been recommended by Dr. Joyce Siromoni, who was connected to a fairly similar organization in Bangalore. The approach envisions medication, counseling, occupational therapy, and socio-cultural therapy as part of a residential psychosocial rehabilitation process.

On 20<sup>th</sup> April, 1991, the group's first official meeting changed its name to Paripurnata, Ms. Juthica Stangl from the USA with a based non-profit Shadhika Foundation provided financial support in the form of seed money. Bread for the World of Germany quickly offered their assistance. These two groups have persisted in helping Paripurnata with its operations.



Later, in 1992, Paripurnata opened the first Halfway Home in Eastern India, a six-bed establishment housed in a run-down Department of Prisons building. A Commission that was established by the Indian Supreme Court in response to a Public Interest Litigation over the situation of mentally ill individuals visited Paripurnata in late 1992 and looked into its psychosocial rehabilitation program. The Commission suggested that the procedure and approach used by Paripurnata be duplicated in each district of the State in its report titled "Unlock the Padlock-Mental Health Care in West Bengal (Jan. 1993)".

### **3. SIGHTSEEING IN KOLKATA**

#### **3.1 VICTORIA MEMORIAL**

As part of their study tour, the third-semester MSW students of the Department of Social Work-PG of St. Edmund's College, Shillong visited the Victoria Memorial along with their Faculty Supervisors on October 11, 2023. The student social workers thoroughly enjoyed touring the monument. The Victoria Gallery and Museum taught the student social workers about significant artifacts on display. It provides a historical monuments and testimonial of the Queen Victoria, the Empress of India and the tour inside this monument capture the eye of the tourist to mesmerize the magnificent and attractive interior designs and architecture with its historic tools, objects and artifact.



The Victoria Memorial is a large marble building on the Maidan in Central Kolkata, having its entrance on the Queen's Way. It was built between 1906 and 1921 by the Government of India. It



is dedicated to the memory of Victoria, Empress of India from 1876 to 1901. It is the largest monument to a monarch anywhere in the world it stands in 64 acres of gardens and is now a museum under the control of the Ministry of Culture. Possessing prominent features of the Anglo-India Architecture of the imperial era, it has evolved into one of the most popular attractions in the city.

### **3.2 INDIAN MUSEUM**

The MSW students along with their Faculty Supervisors visited the Indian Museum as part of an organized field trip. The social workers students discovered that The Indian Museum was established in 1814 and is the oldest and biggest multidisciplinary museum in both the Asia-Pacific area of the world and the Indian subcontinent. It is located at the Asiatic Society of Bengal's birthplace, 1 Park Street, Kolkata. With the establishment of the Indian Museum in

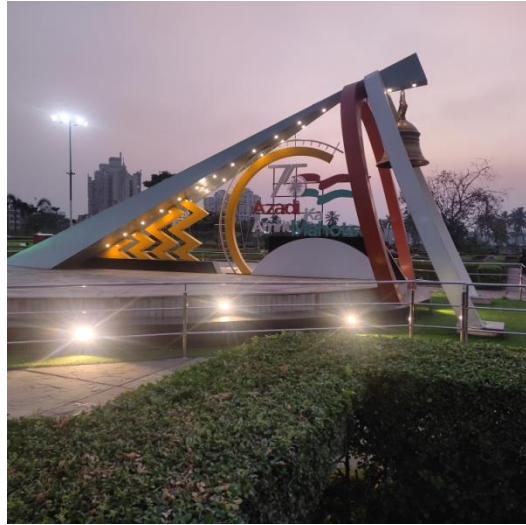


1814, the museum movement in India got underway and gained significant impetus throughout the next years. Since then, it has grown in such a wonderful way that it has produced more than 400 museums around the nation. The movement, which began in 1814, really marked the start of a momentous era that led to the nation's advancements in science, society, and culture. The student social workers also learnt that the Indian Museum known by most as "Jadughar," this location boasts the best collection of antique sculptures, Egyptian mummies, sacred Buddha relics, and modern art. Apart from these, the Indian Museum has some of the most amazing collections of artwork, antiquities, bones, fossils, and Mughal Paintings. There are now 35 galleries at the museum, which are broken down into six categories: Economic Botany, Geology, Anthropology, Art, Archaeology, and Zoology. There is also a library and bookstore on the museum grounds for anyone who is interested in learning more about the past. In February 2014, the Indian Museum commemorated its centenary with considerable enthusiasm. The museum transports visitors back in time to observe the interesting past owing to its magnificent collection and served as both an archive of artifacts and a doorway into the rich cultural past of India. Every exhibit, ranging from the colonial era to ancient civilizations, appeared to bring history textbook pages to life. The young social workers discovered themselves standing in amazement in front of relics that attested to the tribulations and victories of forefathers.



### **3.3 SCIENCE CITY**

The MSW 3<sup>rd</sup> semester students along with their Faculty supervisors visited Science City, Kolkata on 12<sup>th</sup> October 2024, which is located at JBS Lane Ave, Mirania Gardens, East Topsia, Kolkata, West Bengal. Since its opening on July 1, 1997, the Science City is the first of its type in India which has grown to become a popular destination for both domestic and foreign tourists and Kolkata locals. One of the biggest and best in the world, it was created by the National Council of Science



Museums and presents science and technology in an atmosphere that is both interesting and informative for people of all ages. Over time, both the young and the old have come to appreciate and have unforgettable experiences there. Science City's primary slogan was "popularizing science," and it is a government organization under the Ministry of Culture. Fun and education come together flawlessly at The Science City. There is a separate section on the aquatic world where ones may discover every little information about the different fishes and aquatic insects. These aquariums include some of the rarest fish species. Science City was



entertaining and educational, and the student social workers had a terrific time. There are numerous visually fascinating optical illusions located on the scientific city's ground floor. Seeing people take different shapes in front of the optical mirror device is always so much fun. It is a beloved by both adults and children. A must-see were the tornado, the energy ball, the

ocean waves, and the quicksand. The Time Machine is a popular attraction among all of the guests. It provides the chance to fly to space, from where one may experience time travel and visit the dinosaur era by participating in the man-made Jurassic Park.



### **3.4 NICCO PARK**

The MSW 3<sup>rd</sup> semester students and the Faculty Supervisors visited one of the popular Amusement Park, Nicco Park in the heart of Kolkata City on the 15<sup>th</sup> October 2023. Nicco Park is an amusement park located in Jheel Meel, Sector - IV of Bidhannagar, West Bengal, India and it was created to attract tourists to the state by providing family-friendly recreation as well as educative entertainment. Nicco Park was inaugurated on 13<sup>th</sup> October 1991 and has since been referred to as the Disneyland of West Bengal.



The MSW student took the package which included 13 Specified Rides & Attractions in the Amusement Park – Family Toy Train, Family Carousal, Mirror Maze, Caterpillar, MIG21, Eiffel Tower, Merry Go Round, Water Merry Go Round, Children’s Corner, Flume Ride, Children Corner, Pirate Ship, Crazy Tea Party Ride, and Vortex. They also enjoyed some thriller rides like Roller Coaster, Sky Diver Ride, Pirate Ship and last but not the least the Virtual Reality Show. This provides a joyful, adventure and excitement to the students to experiences thrilling and



adventurous rides and attraction to unwind from the hectic schedule of the Study Tour

The environment of the park is a family friendly and a joyful ambience with tons of cool rides and attraction which according to them, this was the most exciting part of the trip with such an amazed and thriller rides like roller coaster and sky diver ride. Hence, the overall experience of this amusement park was ecstatic and astounding.

#### **4. STUDENTS' REFLECTION**

According to the students' reflections sent in for the feedback session, the study tour offered them the chance to advance both personally and professionally. It has been eye-opening for them to visit organizations in Kolkata, giving them deep insights into the potential and difficulties this dynamic city presents. Kolkata, a city renowned for its historical significance and rich cultural legacy, has several socioeconomic challenges that affect its citizens on a daily basis. The students said as much Seeing the tenacity and inventiveness of the individuals and groups dedicating their lives to tackling urgent problems like poverty, educational disparities, and healthcare accessibility was among the most remarkable things they saw on their trips. These organisation shows persistent devotion and innovation in developing creative ways to solve complicated challenges, even in the face of major obstacles.

The students claimed that experiencing Kolkata and its rich cultural tapestry firsthand had been incredibly enlightening. They were enthralled by that dynamic city's distinct fusion of history, art, music, and food from the moment they set foot there. These elements come together to form a genuinely captivating cultural mosaic. No visit to Kolkata would be complete without indulging in its culinary delight. All of the meals were gastronomic adventures that left the students wanting more, from delicious street cuisine like *Phuchka* and *Kathi Rolls* to lavish Bengali feasts with treats like *Macher Jhol*, *Roshogolla* and famous *Kolkata Biryani*

The students emphasized that one of Kolkata's most remarkable features is its tangible feeling of resiliency and energy, which is demonstrated by the city's busy marketplaces, active street sellers, and the continual buzz of activity that fills the streets. The students were mesmerized by the harmonious mix of history and modernity as they strolled through the hectic yet charming streets of the old city, where historic monuments and temples remained in the shadow of glittering skyscrapers.

A few students said that it was nerve-wracking and thrilling to fly in the air for the first time. They could not help but be in awe of the wonders of contemporary technology as the jet taxied down the runway and took off into the wide-open sky. They were astounded by the beauty of the land from above, with patchwork farms, twisting rivers, and enormous towns extending below them like a living tapestry, as they peered out the window to see the world below. They were

## ***DEPARTMENT OF SOCIAL WORK-PG***

looking forward to the experiences that awaited them when they reached their destination, and the sensation of weightlessness as the plane flew over the sky was both strange and freeing. The students were astounded by the trains' slick modernity and the neat lines of people waiting to board when they first stepped onto the platform. As the train raced through the city's tunnels, they were astounded by how well it connected various areas and sites while providing an insight into the varied everyday lives of its residents.

In addition to providing intellectual and cultural experiences, the study tour encouraged the students to step outside of their comfort zones and promoted personal development. Resilience and adaptation were needed to get by in new situations, adjust to new cultures, and get beyond linguistic obstacles. They were able to develop and learn from every obstacle they faced, which gave them the courage to venture outside of their comfort zone and face the unknown. Students are extremely appreciative of the encounters and memories that they will cherish forever. It strengthened their understanding of how linked everything is, reinforced their resolve to pursue lifelong learning, and gave them a feeling of wonder and curiosity that would serve as a compass for their further intellectual and personal development. They are also extremely grateful to their teachers for helping them along the way.

## **5. CONCLUSION**

Study tour is a vital component in social work education as it provides knowledge and education which developed a great opportunity for the students to experience and learn a new culture, places and the people of Kolkata. The study tour trip established a memorable and tremendous experience with plenty of insightful information and knowledge about the social work practice in Kolkata. The organizational visit enable the student to have a new exposure and learning about Social Work practice ranging from the organization dynamics to its working culture and environment of the various organizations across Kolkata. The sightseeing tour to the various tourist places offer an extraordinary experience to the students as they visited interesting places This sightseeing tour creates a new exposure and travelling experience for the students for visiting such places as they have a thrilling and joyful experiences which provides an observational learning in the history of the olden times of the monumental artifacts and historical

## ***DEPARTMENT OF SOCIAL WORK-PG***

designs that offers a captivating and pleasant to the eyes to see and reflect back to the great ancient times.

Generally, the study tour enhance the students capability to broaden their perspectives in the context of social work practices though facilitating and observational learning from different organization working towards the betterment of society in rendering their services to the underprivileged and disadvantaged section of the society. Therefore, this study tour enable the students to impart and comprehend the perspective of social work education and practices in such places, and provide a refreshes voyage with lots of memories and recollections from the organizational visit, sightseeing trip, living together in one roof and sharing equivalent provision of healthy food throughout the study tour journey. Hence, the study tour was a successful one which the student social workers gained comprehensive knowledge in the field of social work practices.

## **ANNEXURES**

### **Annexure 1: COMMITTEES FOR STUDY TOUR**

#### **1. Transportation Committee**

The Transportation Committee is responsible for arranging the college bus to drop the students to Lokpriya Gopinath Bordoloi International Airport, Guwahati and picking up from Shillong Airport, Umroi on arrival. The committee is in-charge in booking the two round flight tickets for the study tour from Guwahati to Kolkata by Indigo Airlines and Kolkata to Shillong by Spicejet Airlines. The committee members also booked a Bus for two ways round from Kolkata Airport to Meghalaya House, Russell Street and likewise. They also arranged the transportation to travel to various organizations for organizational visit and for sight-seeing.

#### **2. Food & Accommodation Committee**

The Food & Accommodation Committee is responsible for arranged food including Breakfast, Lunch and Dinner. The committee arranged accommodation in Meghalaya House, Russell Street, Kolkata, West Bengal. The accommodation was arranged separately for the boys and girls and for Faculty Supervisors. The students were accommodated for 8 nights and 8 days at Meghalaya House, Russell Streets, Kolkata, West Bengal, India.

#### **3. Organizational Visit Committee**

The Organizational Visit Committee is responsible for identifying the organization working in different thematic areas. They prepare letter and emails and also contacting the organization for the organizational visit and orientation. In the process, they could identify 10 organizations and hence, they visited all the organization situated in different places in Kolkata, West Bengal. The committee members also arranged a sightseeing trip to various places in Kolkata including, Victoria Memorial, Science City, Indian Museum and Nicco Park.

#### **4. Reporting and Documentation Committee**

The Reporting and Documentation Committee is responsible for documenting and recording the day to day programmes and activities that was carried out during the study tour. The committee members recorded the details and collected the information of the organisations during the



## ***DEPARTMENT OF SOCIAL WORK-PG***

orientation programme. The committee is responsible for submission of the summary report after the study tour and the committee prepared the entire report and presented the study tour presentation as well as compilation of the entire report and submitted it to the department for the future reference. Hence, the students submitted a daily report of the organizational visit to Faculty Supervisors every evening during the Study Tour.

### **5. Finance Committee**

The Finance Committee examines and scrutinizes the budget, expenditure and amount collected from each student. The committee head disburse the amount to each committee according to the requirement of the committee. The committee is also responsible for keeping record of all financial receipts and expenditure from each committee according to the budgetary plan of the study tour. It is also responsible for the accountability of the amount spend throughout the journey of the study tour.

### **STUDENTS COMMITTEE MEMBERS OF THE STUDY TOUR**

Sl. No	Transportation Committee	Organisational Visit Committee	Food & Accommodation Committee	Documentation Committee	Finance Committee
1	Kevin Pdang	Graceful Suting	Likhumbila Sangtam	Angelista Syiemlieh	Kevin Pdang
2	Beneranda Shadap	Priyanka Phukon	Monmayuri Hatibaruah	Marseillis Pohlong	Beneranda Shadap
3	Kedonglener Lemtor	Maphilin Kharthangmaw	Detisha Nongrang	Ibalarisa Khongwir	
4		TH Wijonliu		Javiya Ashraf	
5		Inimeriki Suja		Moon Borah	

**Annexure 2: STATEMENT OF EXPENDITURE**

**STUDENTS' CONTRIBUTION FOR STUDY TOUR**

<b>Number of students</b>	<b>Amount Collected per students</b>	<b>Total</b>
16 students	Rs 18,151 per person	Rs 2,90,416

**STUDY TOUR EXPENDITURE**

<b>Sl. no</b>	<b>Particular</b>	<b>Amount</b>	<b>Total</b>
<b>1</b>	Flight Fare (GUW-KOL) (Departure)	65000	65000
<b>2</b>	Flight Fare (KOL-SHILL) (Arrival)	1,04567	104567
<b>4</b>	Accommodation	31,320	31,320
<b>5</b>	Food Breakfast (8 days) Lunch (8 days) Dinner (8 day)	6780 17,411 17,195	41386
<b>6</b>	Taxi Fare	24,147	
<b>7</b>	Bus Fare (Airport to Meghalaya House, Russell Street) & (Meghalaya House, Russell Street to Airport) (Two way journey)	8000	8000
<b>7</b>	Sightseeing Transportation Fare	5910	5910
	Grand Total		2,80,330

**Annexure 3: LIST OF STUDENTS/FACULTY MEMBERS**

**STUDY TOUR**

**LIST OF STUDENTS**

**MSW 3RD SEMESTER**

**DATE: 10TH OCTOBER 2023 - 18TH OCTOBER 2023**

**PLACE: KOLKATA, WEST BENGAL**

<b>SI No</b>	<b>Name of the Students</b>	<b>SI No</b>	<b>Name of Faculty In -Charge</b>
1.	Angelista Syiemlieh	1	Ms. Ainamlin Dkhar
2.	Beneranda Shadap	2	Mr. George K Sunm
3.	Graceful Suting		
4.	Ibalarisa Khongwir		
5.	Inimeriki Suja		
6.	Javiya Ashraf		
7.	Kendonglener Lemtor		
8.	Kevin Pdang		
9.	Likhumbila Sangtam		
10.	Maphilin Kharthangmaw		
11.	Marseillis Pohlong		
12.	Monmayuri Hatibaruah		
13.	Moon Borah		
14.	Priyanka Phukon		
15.	Th Wijonliu		
16.	Detisha Nongrang		

**Annexure 4: LIST OF ORGANISATIONS**

**STUDY TOUR**

**LIST AND INFORMATION OF ORGANISATIONS VISTED**

<b>Sl No</b>	<b>Name of Organization</b>	<b>Address</b>	<b>Contact Number</b>	<b>Email</b>
1	Acid Survivors and Women Welfare Foundation	45, Radhanath Chowdhury Road, Tanga Industrial Estate -II, Kolkata -700015	+91 9007612727	<a href="mailto:director.asfi@gmail.com">director.asfi@gmail.com</a>
2	SWAYAM	9/2 Deodar Street, Kolkata, 700019	+919830079448	<a href="mailto:swayam@swayam.info">swayam@swayam.info</a>
3	St. Xavier University, Kolkata	Action area III B New Town, Kolkata -700160		<a href="mailto:rupa.biswas@sxuk.edu.in">rupa.biswas@sxuk.edu.in</a>
4	Stars Welfare Society	South Tangra Road, Kolkata, West Bengal	+91 9836148809	<a href="mailto:starswelfare@gmail.com">starswelfare@gmail.com</a>
5	Don Bosco Ashalayam	158/18, Belilious Road, Kadamtala, Howrah -711101	07980050822	<a href="mailto:dbaipshita@gmail.com">dbaipshita@gmail.com</a>
6	Durbar Mahila Samanwaya Committee	12/5 Nilmoni Mitra Street, Kolkata	3325303148	<a href="mailto:durbar.sonagachi@gmail.com">durbar.sonagachi@gmail.com</a>
7	Antara Psychiatric Hospital	Hariharpur, Dakshin, Gobindapur PO, Baruipur PS	03324378484	<a href="mailto:antagram365@gmail.com">antagram365@gmail.com</a>
8	Baruipur Pulakito Samaj	Arup Bhadra, Royale Arcade, Brick Field Road, Rajkumar Sarani Baruipur	9831413470	<a href="mailto:kadamfitandfine@gmail.com">kadamfitandfine@gmail.com</a>
9	Samaritan Help Mission	127, Noor Mohammed Munshi Lane, Kadam Tala	9836777600	<a href="mailto:mamoon@samaritanhelpmission.org">mamoon@samaritanhelpmission.org</a>
10	Paripurnata Half Way Home	Panchasayar Road, Kolkata, West Bengal	03324329339	<a href="mailto:paripurnata@gmail.com">paripurnata@gmail.com</a>