



# **BHARATA MATA COLLEGE**

**Thrikkakara, Kochi-21, Kerala, India**

**Affiliated to MG University, Re-accredited by NAAC with 'A+' Grade,**

**ISO 9001-2015 Certified**

# **ANNUAL REPORT**

## **2021-2022**

**BHARATA MATA SCHOOL OF SOCIAL WORK**



## *Department at a Glance*

Bharata Mata College is a nationally accredited 'A+' grade arts and science co-educational institution of higher learning in the aided sector under Bharata Mata Educational Trust owned and managed by Archdiocese of Ernakulam-Angamaly. The BMSSW was established in the year 2004 with vibrant faculty and two batches of committed and oriented pursuers. From the nascent stage onward, the school spread its roots into explicit discipline, development of personality in professional, social and individual life. The school imparts academic charisma through well-organized curricula, striving for higher global educational practices through well-qualified and experienced faculty. The department holds 26th position in all India best Social Work Colleges according to India Today ranking. The MSW program is an amalgamation of theory, practice and research with a commitment towards society by catering to the needy, especially to the neighbourhood communities.

The horizon of activities ranges from micro level interventions to macro level policy changes. The department aims to promote an inclusive environment with equal opportunities to mould our students into responsible citizens. The faculty is the strong pillars of the program, who are experts in the field with rich research experience. Social work today is an expanding and challenging profession and we social workers strive to enhance the social functioning of individuals, families, groups, organizations and communities; to support the development of human capacities; to empower at-risk groups; and to promote social and economic justice. We reach out to communities and work with them to meet their goals. The Bharata Mata College has stretched its wings by establishing a registered Non-Governmental Organization namely "Be-FORE" (Bharata Mata Extension for Organic, Research and Environment). The new extension centre was registered on August 9th 2017 under the Travancore Cochin Literary, Scientific and Charitable Societies Act, 12th of 1955. Through BeFORE, we take the opportunity for upgrading our social commitment towards the society and also enrich our interest in networking and involving with the various stakeholders for the upliftment of the society.

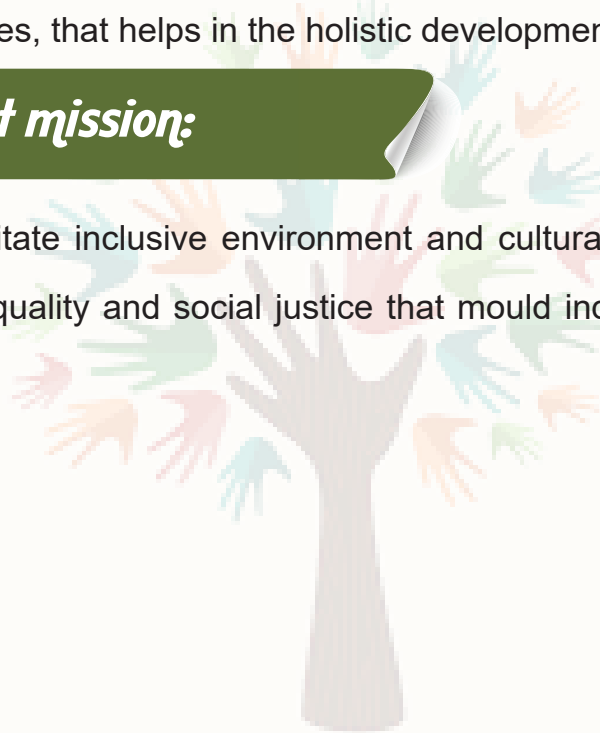


## *Department vision*

To become a centre of learning and excellence through value based and experiential learning opportunities, that helps in the holistic development of individuals.

## *Department mission:*

To create and facilitate inclusive environment and culturally diverse practices that promotes equity, equality and social justice that mould individuals into responsible citizens.



## *Courses offered*

Programme	Name / specialisation
PG	Master of Social Work Rural and Urban Community Development, Family and Child Welfare, Medical and Psychiatry)
Certificate/ Add on	Participatory Rural Appraisal (PRA) Street Theatre Statistical Package for Social Science (SPSS) Development Communication Academic Writing Counselling and Psychotherapy Project Planning

## *Department Highlights*

**Research Guides - 1**

**Ph.D Awarded - 1**

**Thesis Submitted - 1**

**Funded Research - 7**

**Paper Publications - 5**

**Books Authored - 2**

**Awards and Recognitions - 2**

**Paper Presentations- 8**

**Publications - 4**

**University Rank Holders - 1**

**MoUs - 2**

**Registered Alumni – 57**

## Faculty Profile

### ***Dr. Sheena Rajan Philip***

HOD , Assistant Professor

Qualification: MSW,M.Phil,PhD

Joining Year: 2014

### ***Mr. Tony M. Tom***

Assistant Prof. & Project Coordinator

Qualification: MSW

Joining Year: 2017

### ***Dr. Elsa Mary Jacob***

Assistant Professor

Qualification: MSW,M.Phil,PhD

Joining Year: 2019

### ***Ms. Arya Chandran. L***

Assistant Professor

Qualification: MSW,M.Phil,

Joining Year: 2019



## *Faculty Profile*

### *Dr. Semichan Joseph*

Assistant Professor

Qualification: MSW, M.Phil, PhD M

Joining Year: 2020



### *Ms. Aan Mary Joseph*

Assistant Professor

Qualification: MSW

Joining Year: 2021



### *Mr. Sooraj M.V*

Assistant Professor

Qualification: MSW, M.Phil

Joining Year: 2022



## Student Profile Batch wise

Class	Batch (eg.202124)	Male	Female
PG – 1st Year	2021-2023	5	26
PG – 2nd Year	2020-2022	6	26

## Student Representatives

Class	Male (Name)	Female (Name)
PG – 1st Year (2021-2023)	Santhosh Karki	Abhirami
PG – 2nd Year (2020-2022)	Daniel Raju	Ashna Dennis
I B.A Malayalam	Rahul Rajendran	Answara Vinod

## Result analysis of Students 2018-21 (UG) and 2019-21 (PG)

No of Students registered/appeared: (Count)

UG					PG			
Semester								
II	III	IV	V	VI	I	II	III	IV
NA	NA	NA	NA	30	30	29	30	30

No of Students Passed: (Count)

UG						PG				
Semester										
	I	II	III	IV	V	VI	I	II	III	IV
<b>Count</b>	NA	NA	NA	NA	NA		29	27	27	26
<b>%</b>							<b>96%</b>	<b>90%</b>	<b>90%</b>	<b>86%</b>

### *Result analysis of Students of other batches*

Program	Batch	Semester	No of Students registered	No of Students Passed	Percentage
MSW	2019-2021	I	30	29	96%
MSW	2019-2021	II	29	27	90%
MSW	2019-2021	III	30	27	90%
MSW	2019-2021	IV	30	26	86%

## Department contribution to examinations

Name of the Faculty	Role Taken
Dr. Sheena Rajan Philip	Chief Examiner Additional Examiner Question Paper Setter BOS Member External Examiner and Evaluator (PhD, Bharathiyar University) Social Scientist (SIA) Secretary, BeFORE KAPS (President, Ernakulam Chapter) International PhD Guide (Lincoln University, Malaysia) Editorial Board Member of International Journal of Development & Social Concern, Kenya
Dr. Elsa Mary Jacob	Chief examiner, and External Examiner of viva-voce, Kerala PSC question paper setter, Calicut University question paper setter, Editorial Board Member of International Journal of Development & Social Concern, Kenya
Dr. Semichan Joseph	External examiner, Marian College (Autonomous ) External examiner for VIVA Voce , Sree Sankara University Kalady
Ms. Aan Mary Joseph	Geriatric Care Volunteer- Nithyasahasayan, Maradu, Freelance Research Assistant, Academic Writer, Project Plan and Paper works.

## *Institutional responsibilities held by the faculty*

Name of the Faculty	Responsibilities Held
Dr. Sheena Rajan Philip	Head of the Department, Social Work
IGNOU Study Centre Co-ordinator	NSS Program Officer, Media Club Co-ordinator, Anti-Ragging Cell Co-ordinator, PRO, Ethics & Discipline Cell Member.
Member of Grievance Redressal Cell	College Governing Body Member, Council Member, IQAC Core Committee Member, Debate Club-In-Charge, Jesus Youth Animator, III B.A Class-In-Charge.
Mr. Tony M. Tom	Class teacher of I B.A Mal, Admission Cell Member, Ethics & Discipline Cell Co-ordinator, Media Cell Member, Film Club Co-ordinator, AICUF Animator. Coordinator BeFORE
Dr. Elsa Mary Jacob	Research Coordinator, Faculty coordinator of Alumni Association
Ms. Arya Chandran. L	Field Work Officer
Dr. Semichan Joseph	Staff secretary , Placement Coordinator of the department
Ms. Aan Mary Joseph	IGNOU SSC-Staff

## *Department Association*

About the Association: ALUMNI ASSOCIATION Structure of the Association:

Staff In charge: Dr. Elsa Mary Jacob


Association Report

ALUMNI ENGAGEMENT PROGRAM-1

Date: 31/08/2021

Time: 3:30pm. Venue: Google meet

The MSW department conducted first meeting in second semester of Alumni Engagement Programme on behalf of Bharata Mata College, Thrikkakkara on 31 August 2021 at 3:30pm via online platform. Coordinators of the Alumni Engagement Program, Ms. Taniya P Joy, started the session with an introductory note. Ms. Anna P V, welcomed everyone to the session. The key speaker of the session was Ms. Anupa Mathew, Coordinator and AOD counsellor shared her professional knowledge and experience in the field of social work . She pointed out the difference between social work practice in India and outside India. Especially she argued that find out our own interested area in MSW and it helps to work and study more productively. After the talk by the key speaker the session was opened for asking questions. Trainees and faculties were asked doubts regarding MSW course and career opportunities. Then Ms. Anna invited Mr. Vimal B M, Senior Manager HR of Bharat Matrimony for concluding remark. Finally the vote of thanks was delivered by Ms. Anna. The session winded up by 4:40pm.




# INIZIO


Alumni Association of Bharata Mata School  
of Social Work

organizes  
Expert Lecture

Resource person : Vineeth Peter  
Neo film school  
2008-2010 Batch

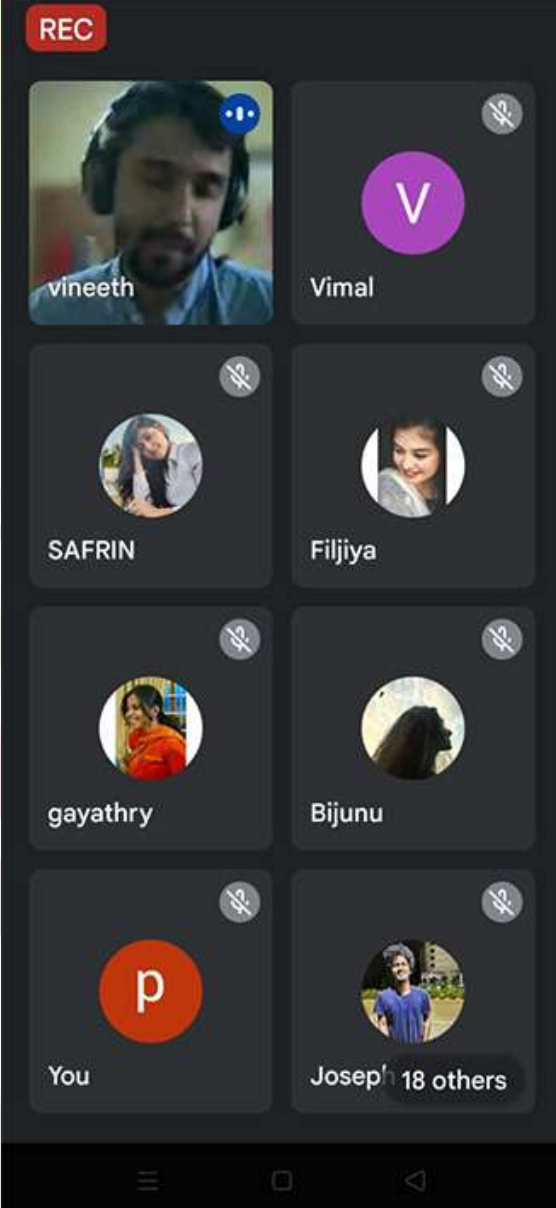


Academic Manager  
Neo Film School Ernakulam



**30th October**  
**3 pm**

<https://meet.google.com/bpk-fbbv-gww?hs=224>



REC

vineeth

Vimal

SAFRIN

Filjiya

gayathry

Bijunu

You

Josep' 18 others

## *Alumni Engagement Program-2*

Date: 30/10/2021 Time: 3.00pm.

Venue: Google meet

BMSSW conducted the second Alumni engagement programme in second semester on 30th October 2021 at 3.00 pm on Google meet platform. Ms. Anna P V and Taniya P Joy were the coordinator of the session. Ms. Bijunu Johnson was the moderator of the session. Ms. Anna PV, welcomed everyone to the session. Ms. Aarsha B S, introduced the expert lecture. The key speaker of the session was Mr. Vineeth Peter, who is the Manager Academics Cum Counselor, at Neo film School shared his professional knowledge and experience in the field of social work . The key note speaker, Mr. Vineeth Peter talked about the attitudinal changes across the misconceptions of public about movies. He added that film industry is a powerful medium which influence the society. Film is considered as an important art form, it is not just a popular source of entertainment but also a powerful medium for educating people. Therefore, making a film is an art and now-a-days it has taken a shape of an industry. Alumni engagement programme is an excellent platform for the trainees to get professional knowledge. He motivated the trainees to find out their own field of interest in MSW which helps to work and study more productively. After the speech the key speaker provided an interactive session. The session was open for asking questions. Participants asked doubts regarding MSW course and influence of film industry. He also shared the challenges faced in his career and how BMSSW moulded him as a social worker. He shared the field work experience that he got while working as a trainee in the college. From his lecture, the trainees got an insight about the field of social work. Then Ms. Anna invited Mr. Vimal B M, Senior Manager HR of Bharat Matrimony for concluding remark. The vote of thanks was delivered by Ms. Taniya P Joy. The key speaker appreciated for organizing such an alumni engagement program. He concluded by adding that "listen to your heart" The session wound up by 4.00 pm

## *Alumni Engagement Program-3*

Date: 27/11/2021 Time: 3.30pm.

Venue: Google meet

BMSSW conducted the third Alumni engagement programme in second semester on 27th November 2021 at 3.30 pm on Google meet platform. Ms. Gayathri A S was the moderator of the session. Ms. Anna PV, welcomed everyone to the session. Ms. Ann Mariya Joge, introduced the resource person. The key speaker of the session was Mr. Joltin Rappai, who is the state programme specialist in SAATHII, Trivandrum shared his professional knowledge and experience in the field of Social Work. The key note speaker, Mr. Joltin Rappai talked about how he selected the social work profession. The field experiences that he received from the course have helped him a lot to come out of the nutshell. Earlier he could work with international funded projects like Akshaya. After that he joined SAATHII, Solidarity and Action Against the HIV Infection in India, which mainly helpful to LGBTQ community. Alumni engagement programme is an excellent platform for the trainees to get professional knowledge. He also shared the challenges faced in his career and how BMSSW moulded him as a social worker. He shared the field work experience that he got while working as a trainee in the college. The experience that he got from the MSW have helped him to perform multitasks. He could develop skills in reporting, documentation, presentation, analytical skill etc. The work in SAATHII is time bounded. The skills or strengths which helped him were the knowledge in different languages and the analytical skill. The session was open for asking questions. From his lecture, the trainees got an insight about the field of social work. He concluded his talk by a note that 'Do the best, grab opportunities, mould yourself, then you would make a market for yourself.' Then Mr. Vimal B M, Senior Manager HR of Bharat Matrimony added that we should try to improve the confidence. Today all are given equal opportunity what we have to do is to grab the opportunities. The vote of thanks was delivered by Ms. Katherine Teresa. The session wound up by 4.00 pm.

## Department Academic activities, Seminars/Workshops

### International Workshop on Structural Social Work

**Date and Time** : September 20- 21, 2021 (08 am to 11 am)

**Coordinator** : Dr. Semichan Joseph

Resource Person/s : Carmen Plante , MSW, RSW, Instructor, Department of Social Work, Red Deer at MacEwan Maraian College Kuttikanam, Kerala, India. Dr. Aneesh T V , Assistant Professor, University of Delhi University, Edmonton, Alberta, Canada. Ajesh Parackal MSW, Assistant Professor, School Deer College, Alberta, Canada. Baiju P. Vareed PhD. Assistant Professor, School of Social of Social Work,

Number of Participants: 60

**BHARATA MATA SCHOOL OF SOCIAL WORK, THIRIKKAKARA**  
PRESENTS  
**INTERNATIONAL WORKSHOP**  
ON  
**STRUCTURAL SOCIAL WORK**

**Carmen Plante**  
MSW, RSW, Instructor,  
Department of Social Work , Red Deer College,  
Alberta, Canada.

**Ajesh Parackal**  
MSW, Assistant Professor,  
School of Social Work, Marian College,  
Kuttikanam, Kerala, India.

**Baiju P. Vareed**  
PhD, Assistant Professor,  
School of Social Work, MacEwan University,  
Edmonton, Alberta, Canada.

**Aneesh T. V**  
Ph.D., MSW, Assistant Professor,  
Department of Social Work,  
Aditi Mahavidyalaya, University of Delhi, India.

**20-21**  
**SEPTEMBER**  
**2021**  
**8 AM-11 AM (IST)**

**ZOOM**

**CONTACT PERSONS:**  
+91 9947438515  
+91 7012689070  
+91 7034733386

\*E-Certificates will be provided  
Registration:  
<https://forms.gle/foYdML3RjwypubtrV6>

[mchwmc2021@gmail.com](mailto:mchwmc2021@gmail.com)

The Inaugural ceremony of International Workshop on Structural Social Work was conducted 20th September 2021 at 8am. The conference was hosted through online platform zoom. 54 participants from different parts of the world attended the ceremony.

Miss. Filjiya Joseph, master of ceremony gave a brief content about the International workshop on Structural Social Work. The conference started by evoking the blessing of almighty through prayer song. Dr. Sheena Rajan Philip, head of BMSSW delivered the welcome address. Dr. Shiny Palatty, principal of Bharata Mata College delivered the inaugural ceremony. She also congratulated the department for organizing such an event. The inaugural session was very short and ended up by sharp 8;30 am

### **1. Technical Session-1**

Understanding Theory and practice of structural social work.

The first session was handled by Dr. Baiju P, V. Assistant Professor, School of Social Work, MaceEwan University, Edmonton Alberta Canada. The paper session was on the topic “Understanding Theory and practice of structural social work.” The paper had discussed on History of structural social work, Introduction to critical social work, challenging assumptions, means for critical social work. The discussion started with the evolution of social work as a profession. Where in the primitive agrarian indigenous societies there existed an inbuilt social service system and the lack of professional social workers. And when compared to the contemporary society there is a professional Service system for every small event in the society, as a result of the industrialization, urbanization and capitalism. Then the emergence of time bound work culture with changes in the social fabric of societies. It caters to the emergence of the social work in to practice and there are 80 countries which has license social work. And there are countries which don't consider social case work as a profession. The licensing of social work first practiced in US 1830's. And the professional organizations came in to existence from 1890's onwards. The need for scientific evidence and thus role and importance of the research emerged. Later the clinical social work began to start borrowing from other disciplines.

Critical social work is an umbrella of all critical approaches and it questions. The structural social work and critical social work is synonymous were there only a slight difference between the two concepts. Structural social work uses structural analysis for understanding

and analyzing. Critically questions the existing structures and proposes changes in to the existing social systems.

Structural social work as a discipline Started in Carleton University Ottawa. Maurice Moreau is the first person to write an article on the topic “A Structural approach to Social Work practice”. The next concept was power and that how power structures affect the people does power itself oppressive in nature. Power is derived of legitimate or perceived authority of a person that it gives control over others. Privileges are invisible advantages and resultant unearned benefits and be in oppressive in nature. And the fundamental assumptions related to this privilege power and oppression are challenging in critical social work and in structural view point. The first challenging assumption discussed is victim blaming which everyone has the equal opportunity and the failure to succeed. The point was explained with the example of the Nirbhaya case where the victim was blamed. The next concept is means of critical social work, always address the immediate needs of the client political actions, alternative approaches in working with deprived communities, social preferential policies and reservation lots of arguments and discussions on reservation ,technological advancement is the equalizing , social location caste , class, religion ,political believes, physical strength and beauty, gender and value bases, reflective practices some kind of abbreviations was to maintain their power or the people work with important references , question section.

This introductory session provides a basic understanding on structural social work to the participants.

### **3.4. Technical session-2**

“Structural social work in Indian Context”.

The session started at 9.15 am with an introduction of a resource person. The speaker of this session was Dr.Aneesh T.V, (Delhi University). He took the session on the theme “structural social work in Indian Context”.

He started his session by explaining about social structure, in social structure he had spoken about difference between conventional social work and structural social work. In conventional social work that operates within existing social institution is to assist individuals to adjust

and adapt according to the status and situation. Whereas structural social work is covered with underlying cause of social problems. It tries to analyse and change social structure responsible of problems in the frame of socio economic and political dimensions of problems. Majority of the problems arise from the discrimination on the basis of caste, class, gender, age, sexual orientation and race. Dr. Aneesh mentioned that considering the problem is labeling, consider each problem in different dimensions. So, the social worker had to analyze the problem in a structural way. According to Mullaly, "structural social work theory regards society a composed of groups with conflicting interests who compete for resources, power and the imposition of their own ideological views of the world". Structural social work is one form of radical and emancipatory approaches to social work that holds the fundamental transformation of this inequitable society as it is the primary goal. It proposes a fundamental change in social structure in order to avoid power structure

#### Oppression and identity

Oppression is a situation in which people are governed in an unfair and cruel way and prevented from having opportunities and freedom. Oppression involves relations of domination that divide people into dominant or superior groups and subordinate or inferior ones. In creating oppressive relationship, those in the dominant group seek to deny agency in those whom they deem inferior. The identity of oppressed created by social relationship. For example, caste is a kind of oppressive relation. Oppressors enjoyed the power and taking decision but oppressed need to create their own religious, caste and culture and, to think out the power structure is working.

#### Caste oppression in India

In India caste is an identity, tradition, approved by religious by birth. Caste as a religious hierarchy has been depicted by the western writers after analyzing the Sanskrit texts. While talking about caste oppression, he pointed out Sarvangin vikas sanstha (svs), which means all - round development. It strives to improve the condition of Dalit's and poor caste Hindus. Caste as a humiliation, in West it is based on race. Humiliation does not need direct physical force. When carrying caste names indicate that higher caste cherishes and does not feeling shame and humiliation. But lower caste names carry the shame and humiliation as a result of caste practices.

#### Power and identity

Caste as power, which means power will be there in our personal political. Our identity is powerful thing, the power working in that way. Coming to patriarchy, we had to analyses dowry, domestic violence, violence against women. Women have to face lot of barriers to entry in higher position. In the work place, women faced domestic violence, all these are come under the power.

Ways of practicing structural social work

How we can practice structural social work? It can be practiced in several ways. First of all by creating consciousness, it includes change client awareness in order to reverse the process of self- displacement or of internalized oppression. Second is advocacy, in advocacy, social workers fight for the rights of others and work to obtain needed resources by convincing others of the legitimate needs and rights of members of society. Social workers are particularly concerned for those who are vulnerable or are unable to speak up for themselves. And to prevent clients from scapegoating themselves. Next is critical thinking, Critical Thinking describes critical thinking as the ability to analyses, synthesize, evaluate and apply new information. Critical thinking in social practice involves looking at a person or situation from an objective and neutral standpoint, without jumping to conclusions or making assumptions. Knowledge is created by media or from teachers, knowledge acquired with critical thinking as extremely important because it allows them to question universal opinions, general judgments, and mind-beliefs. Last is the identification of groups like homosexual, Dalit's etc. And address their problems and bring social change through social action and movements.

Here the resource person has spoken about the identification of social worker. That we have to admit that he or she is a social worker and has got a certain privileges and power. The social worker work with the powerless people so that becomes the power of the social worker. 2nd point in this that we have to collect the testimony of the other people and critically reflect that narrated history. As a conclusion he said that as a social worker we should critically reflect that how we can change the system because sometimes we ourselves become a part of that oppression.

## Question & Answer Session

In the question-and-answer section Ms. Arya L Chandran had posed a question that, is it really a dichotomy or isn't it a complex relationship where there are multiple identities? A man from an upper class and who is also a homo sexual engaging with another person it is really complex, is it really multiple identity that comes in place? He answered that it is called intersectionality, which the identity remains the same, and we have to admit it.

Mr. Pradeep Jare gave his opinion that many social work educators are reluctant to bring structural social realities in class room and field work. They are not accepting their own prejudices. Social work educators and practitioners are critical about the history of discrimination and injustice.

## Technical Session-3

Developing practice Framework for structural social work in Indian context

The session began with a brief summary of previous day's discussions. The major points were shared by the student coordinator Ms. Amitha Joseph. Professor Carmen Plante, MSW, ing gap between rich and poor. So, there is a need for social transformation not reform, and focus on structure and change.

Conceptual framework of structural social work- Since social work began, there have been two different ideological ways of viewing people who access social services—those who are makers of their own misfortune and those who are victims of an unjust social order. Conventional social work operates within existing social institutions to assist individuals to adjust and adapt to the status quo. In contrast, critical social work maintains that existing social institutions cannot adequately meet human needs and instead works towards fundamental structural transformation. These two viewpoints constitute two ends of the continuum with other viewpoints situated at different positions. The practice approach of structural social work is a two-pronged approach to practice. They are; Practical humanitarian care to victims in society and Restructure society for equity and equality. The victims in the society include individuals, families, groups and community. Practical humanitarian care means working within the system which is also called radical humanism. Restructure of society for equity and equality means working outside the system which is also called radical structuralism.

The first approach focuses on elements of radical humanism. The social worker first works to meet client's immediate needs; second simultaneously working to redistribute power in the systems client and worker are involved with by sharing information about. The radical structuralism has the following goals of change material condition for people, remove oppressive structural patterns and replace these with a more equal society. Radical humanism deals with oppression- its causes and impacts on individuals, the relationship between personal troubles and political structures and Empowerment of the client in their relationship with the important for workers to remember that not every structure is oppressive.

#### Personal is political

It denotes the connection between private troubles and structural sources of those troubles.

#### Normalization

Normalization means put situation into proper perspective. It reduces the internal guilt and blame that people experience for finding themselves unable to cope or advance.

#### Empowerment

Empowerment is the process by which people reduce their powerlessness or alienation. Basis of empowerment is in self-help, mutual aide, civil and human rights traditions. Empowerment can occur at three levels: worker/ client, agency policies and social policy level. Worker is in mutual learning situation with client avoids exploiting relationship for power.

#### Consciousness rising

Consciousness rising means the politicization of people. Education of clients or service users about the structures of oppression and intersecting oppressions. The process of politicization has to be based in people's experiences not theory. It helps them identify how it might be different. Workers use empathy to understand and connect with client.

Second approach is radical structuralism. Following are the goals of radical structuralism: change material conditions for people, remove oppressive structural patterns and replace these with a more equal society.

#### Difference between social reform and social transformation

Understand the difference between social reform and social transformation has a great im-

portance in social work. Social reform means tweaking the existing structure. Social transformation refers to structural change and fundamental changes in social, economic and political order.

#### Methods of structural Social Work

Following are the methods of structural Social Work: develop and support alternative services and organizations - rights organizations, community associations or tenants associations, collective kitchens/garden and cooperatives. Secondly the structural social work includes social movements, new social movement theory and coalition building. New social movements are organized around geographic or communities of interest; cultural identities. Neo-populist view of democracy rejects hierarchy. Strategies focus on empowerment and community autonomy.

#### Case study

To get a clear understanding she explained a case study.

53 year old single woman looking for help to advocate for financial assistance from the government; had lost financial benefits from a program; appealing the government decision. Immediate needs while waiting for a decision included food, payment of rent and electric bill.

Needed some longer term solutions for affordable housing, social support and social connections, support for dealing with the grief from her grandchild's death. Context

The government has stopped financial support to 20,000 people due to reduced government budgets.

Financial support to Social service agencies has been dramatically reduced so they have fewer resources to help.

The country is in an economic recession, high unemployment,

The agency only provides advocacy services and referrals.

Applying structural approach

First prong (radical humanism):

Meet immediate needs - food, find money to pay for rent from charity organization; make arrangements with electric company; appointment for appeal to government Department.

- 2) Begin developing individual empowerment process-
  - a) Explain clearly how you the worker can be of assistance and what you can you can't do-you can help to prepare appeal and accompany the appeal; the client has to talk to the appeal panel themselves.
  - b) Explain the policies and limitations of the agency you work for- the agency can help with the appeal but they have no financial support available they can negotiate with electric company but the client will need to pay ideas arrears; referrals will be provided to food sources, etc.
  - c) Discuss how this has been happening to 20,000 other people -the destitution that is being experienced is not because the client is unworthy.
  - d) The election of a more conservative government (ideology) has meant that they are cutting back support to social programs and agencies.
  - e) Help the client understand that getting together with others who are having similar experiences may provide a deeper political understanding of what is taking place as well as provide social connection and support.

Second prong (radical structuralism)

1. Support the development of community-based citizen groups of those affected to provide support to each other and direct your clients to connect with these groups.
2. As a worker develop or join or coalitions working to change the structural conditions; working with community groups applying pressure on the government to change the policy and expand the program-activism.
3. Support the development of alternate solutions outside of current structures/ systems, etc. Cooperatives, mutual aid activities etc.

Challenges in using a structural approach in a conventional context

Social care and social control are the contradictory forces in social work. Structural social work looks to maximize care, minimize control. Remain true to structural mission while not alienating oneself from management and other workers is the goal.

## Question & Answer Session

Dr. Aneesh asked about the role of social work in the Trade unionism. People are claiming

trade unions are part of social work. Prof. Carmen answered that trade unions involved in a number of ways in the process of social change. Trade unionism is a social movement. Collective understanding or social understanding that leads to strike and brings social change. Labor movement have been really social based organization which helps to increase the solidarity in the trade unions.. Social policy development can be seen as a result of trade union activities. Social

Worker tries to create more connections and recognition participation and communication in such groups. Anse Mathachan raised a question in the chat box that how can we combat the work of neo liberal agenda against trade unions. New labor codes in India make it easy for business to limit the power of trade unions. For this question Prof. Carmen pointed out the importance of empowering trade unions and the need of educating people who are not joined in unions

#### **4.1. Technical Session-4**

The second session of the day started at 9.30am. The session handled by Mr. Ajesh Parackal and Dr. Baiju P.V. Mr. Ajesh started with the introduction of structural social work creating framework for practice in India. Then he explained six principles of structural social work which includes

1. Critical reflection on self in practice: These demands that when we reflect on ways our own biographies shape our practice relationships.
2. Critical assessment of service users' experiences of oppression: This assesses how personal, cultural and structural processes shape the problems services users present to social service agencies
3. Empowering service users: Seek to overcome the cultural, institutional, and structural as well as personal obstacles to client taking greater control of their lives
4. Working in partnership: services users should be included as far as possible as fellow citizens in the decision-making processes which affect their lives
5. Minimal intervention: need to reduce the oppressive and disempowering dimensions of social work intervention
6. Critical analysis of social difference: personal and the political, power, historical and geographical location

International workshop on structural social work an initiative of Bharat Mata School of Social Work has come to an end. Dr. Baiju P.V served as the workshop chair and coordinated various academic events of the workshop. The resource persons of this workshop were, Dr. Aneesh T.V, Dr. Carmen and Dr. Ajeesh.

On the first day after the prayer by the MSW students Dr. Sheena Rajan Philip, head of the department of BMSSW had welcomed the dignitaries and the participants. The inaugural address was done Dr. Shiny Palatty, the principle of Bharat Mata College. Her meaningful words that , success of the workshop depend upon 4 important factors that are selection of topic, selection of resource persons, quality of the papers presented and hospitality. Explaining these four factors she had officially inaugurated the workshop.

The workshop was divided in to four sessions. The first two sessions were taken on the first day and the last two were on the second day. The first day Mcee was Ms. Filjiya Joseph. The first session was on the topic “understanding theory and practice of structural social work”, and it was taken by Dr. Baiju P.V and he explained in his session the history of structural social work, introduction to critical social work, challenging assumptions and means for critical social work. Explaining these he mentioned about the important of power and how the structural social work connected to it. Power is derived out of authority and it is the power gives advantage over others.

The second session Ms. Isha Elizabeth Tomy and the session was on the topic “understanding structural social work in Indian context” was taken by Dr. Aneesh T. V. He pointed out in his session what is social structure, oppression and identity, caste oppression in India, power and identity, way of structural social work and self-reflective social workers. He was explaining about the oppression and identity, its causes and role of power and money play in social work.

Each one of us has got an identity as social worker and we have got the power and privilege as social workers. He concluded his session by saying that we as social workers need to critically evaluate ourselves, develop critical thinking and work for a world in which all people are equally treated and feel justice.

The second day was welcomed by Amitha student coordinator and the third session of the workshop had started at 8 am. This session was taken by Dr. Carmen. She gave an over-

view of critical social work, differentiated from its conventional view and put forth the points of discussion on the practice approach to structural social work. Dr. Carmen discussed about the two-pronged approach – radical humanism which focuses on individual engagement to meet client’s immediate needs and simultaneously working with redistribution of power and radical structuralism focuses on eradicating radical oppressive patterns and replacing it with more equitable strategies and measures. She has delineated the practice approach from her practice experience of dealing with clients with humanistic approach and empowering them by challenging the inequalities of a larger context. Her thrust on ideologies of oppression in this situation and also suggest at least one way to address the structural challenge in this scenario.

The fifth team proposed the following points after the discussion.

- Social worker applies principle and dignity of the human right. Social worker not only
- deals with Individual, but also deals with both families.
- Applying a structural approach like right based approach
- Begin developing empowerment process and meet immediate needs
- Stand with humanism concept, barriers are there, but we should have a humanitarian mind.
- Structural causes are religion, financial , educational difference in both
- Honour killing, cannot be accepted, we all have constitutional right, choice and responsibility
- Talk to both parties and make them aware that they had no right to violate others
- rights.

In general it was a wonderful exercise to understand the practical context of structural approaches in the day today social life.

### Conclusion

International workshop on structural social work an initiative of Bharat Mata School of Social Work has come to an end. Dr.Baiju P.V served as the workshop chair and coordinated various academic events of the workshop. The resource persons of this workshop were, Dr.Aneesh T.V, Dr. Carmen and Dr.Ajeesh.

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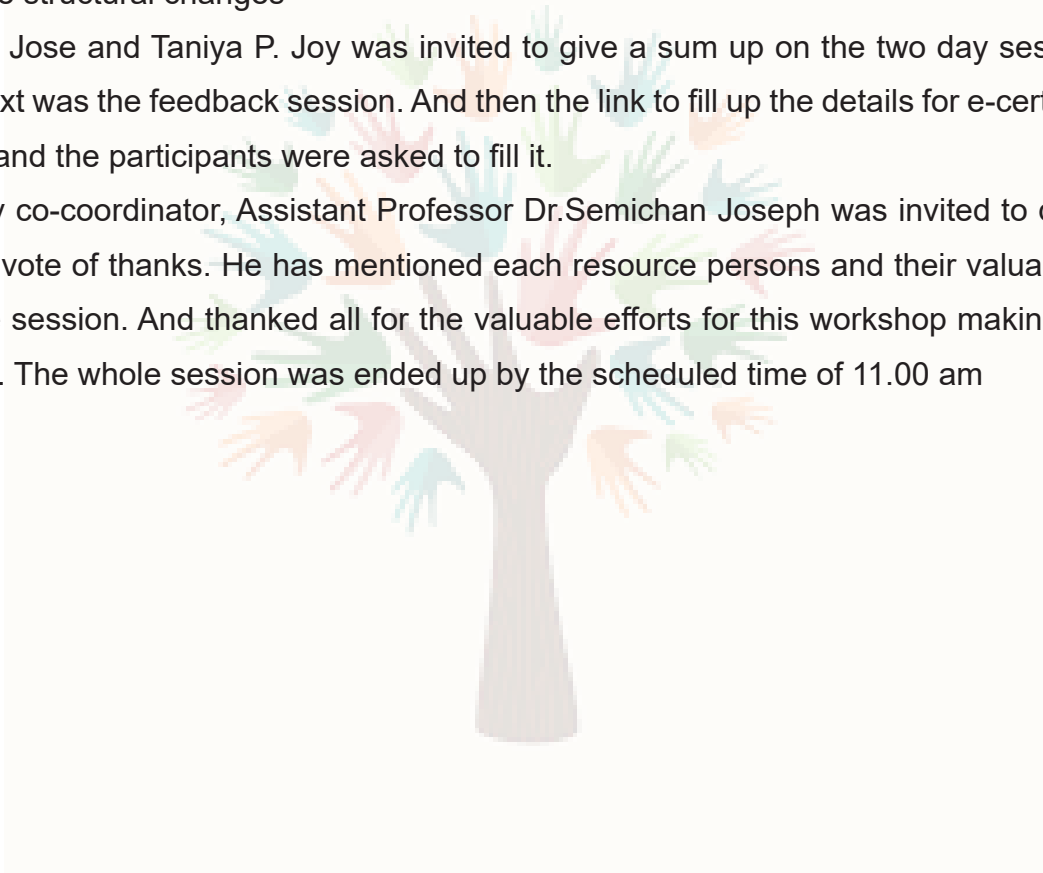
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radical structuralism focuses on eradicating radical oppressive patterns and replacing it with more equitable strategies and measures. She has delineated the practice approach from her practice experience of dealing with clients with humanistic approach and empowering them by challenging the inequalities of a larger context. Her thrust on ideologies of oppression, personal is political, conscientization and empowerment was insightful in contextualizing the theme in Indian context.

The fourth session was on the topic structural social work: creating frame work on structural social work in India. It was taken up by Dr.Ajeesh and Dr.Baiju. They have given a workshop for the participants to discuss on different case studies based on the questions how to deal the situations as social workers? To identify 2-3 structural issues and suggest the ways to address the structural changes

Fr.sharmin Jose and Taniya P. Joy was invited to give a sum up on the two day sessions. And the next was the feedback session. And then the link to fill up the details for e-certificate was open and the participants were asked to fill it.

The faculty co-coordinator, Assistant Professor Dr.Semichan Joseph was invited to deliver the official vote of thanks. He has mentioned each resource persons and their valuable efforts to the session. And thanked all for the valuable efforts for this workshop making as a successful. The whole session was ended up by the scheduled time of 11.00 am



## Consolidated report of the workshop

Date : 06/06/2021-10/06/2021

Time : 9:30 am-12:30 pm Venue : Google meet platform

Members present : Fr. Biju Sebastian, Faculty members and 2nd year students of Bharata Mata School of Social Work, Thrikkakara

Description:

A five-day workshop on Cognitive Behavioral Therapy was organised by BMSSW from 6th of June 2021 to 10th of June 2021. The topic of the workshop was "Cognitive Behavioral therapy", which was taken by Fr. (Dr.) Biju Sebastian K, who holds Ph.D. from Christ University Bangalore with a post graduate certificate in Medical law and Medical Ethics from

National Law School of India University, is a renowned psycho-therapist having experience for more than one decade, freelance trainer, author of a couple of books and articles on HIV/AIDS, guest lecturer at Rajagiri College of Social Sciences and director of Bl. Rebuschini Bhavan Snehatheeram. Dr. Elsa Mary Jacob, faculty member delivered the welcome address.

The journey of CBT began from the Behavioral therapy, it's historical background, behavior chain analysis of four major areas of development, therapeutic process, therapeutic goals, function and role of therapist, ABC model, and relationship between therapist and client. Fr. Biju Sebastian elucidated the various application of therapeutic techniques and procedures such as operant conditioning through reinforcement, and punishment; classical conditioning using relaxation

training, systematic desensitization, in-vivo exposure therapies and flooding with his own personal and professional experiences; and social learning theory with social skill training for assertiveness. Aaron Beck's cognitive therapy was detailed using principles and cognitive distortions and the clinical implications and interventions were discussed on the basis of schemas. An overview of cognitive behavior couple therapy was also made during the workshop.



The real-life insights from personal and professional experiences used for explaining each topic made the trainees to reflect and connect it with the practical aspects of cognitive behavioral therapy even in future. The workshop helped the trainees to gain an in-depth understanding on CBT which will help in the professional life. Practical experience on Jacobson's relaxation techniques, difference between aggression, assertion and submission, the imperativeness of meta-emotions, etc. were a new learning and experience for the trainees. Even though it was an online workshop, the interactive session, active participation and the rich experience shared by the resource person made the class informative and live. The students shared their feedback by lauding the eminent resource person and his insightful knowledge. The workshop came to an end on 10th of June at 12:45 pm with a vote of thanks delivered by Ms. Greeshma Sebastian.

The session began at 2 :00 pm

Dr Vasudeo Paralikar MBBS, MD (Psychiatry, University of Pune), PhD (Cultural Epidemiology, Swiss TPH & University of Basel, Switzerland) ,his topic was Prevention of Sexual Violence by Treatment of Peadophilic patients)

2:10 pm presentation started. MBBS, MD (Psychiatry, University of Pune), PhD (Cultural Epidemiology, Swiss TPH & University of Basel, Switzerland)he has been Honorary Associate Consultant and Head of Psychiatry Unit at the KEM Hospital, Pune. He has four projects post-PhD to his credit at the KEMHRC apart from a couple of clinical trials and consultant responsibility on two others.

Vasudeo has extensive experience in Government Mental Hospitals. He played a meaningful role in the upgradation of the Psychiatry Department of BJMC and formation of the State-level apex institute – the Maharashtra Institute of Mental Health in Sassoon Hospi- tal campus. His positions allowed him to foster his private clinical practice concurrently since January 1984 till date and practice focuses on critical issues in high-functioning patients. His areas of interest are cultural psychiatry, Neurasthenia Spectrum Disorders, cultural formula- tion and culturally appropriate counseling. Bridging the gap between practice and research has been a long-standing interest, for which he has been working toward the development of socio-cultural formulation. One of his latest and current responsibility on the Program for Primary Prevention of Sexual Violence (PPPSV) gave him an some valuable experience re- garding the role of sexuality in health and disease in general, and also about non-offending, motivated persons with pedophilia in particular. He was the President of Pune Psychiatrists'

Association for one year, and is a member on the Board of Directors of the World Association of Cultural Psychiatry, and a member of the Society for the Study of Psychiatry

and culture. He is responsible for a couple of special interest groups of the WACP and also on the editorial board of the online journal World Cultural Psychiatry Research Review. He has over 30 peer-reviewed publications to his credit, he also talked about the prevention settings.

Rashmi Chabukswar, Consultant at Bayer India for CSR Program. PG diploma in Clinical Research M.Sc(Biotechnology), and B.Sc(Microbiology), with 14 Years' experience.

2:54pm she started presenting, the KEM Hospital Research Centre has initiated a Program for Primary Prevention of Sexual Violence (PPPSV) in the pursuit to prevent child sexual abuse in India since 2016. This program has been culturally translated the approach "Don't Offend" that has been successfully treating individuals who have sexual preference towards children [Pedophilia] all over Germany since 2005 at the Charité Institute, Berlin, Germany. The major strategies of the program comprise of therapeutic help (both online and offline) for people with pedophilia by the experts in the field; and they introduced prevention of sexual violence through 'NO' application developed by the project. Evidence shows that although the problem exists in the community, awareness on this issue is very rare. Stigma attached to sexual violence and pedophilia prevents people to discuss the problem openly, resulting into conditions like depression, sexual dysfunction or social isolation. Therefore, it is crucial to spread awareness about the problem in the community at large and motivate possible pedophilic patients to come forward for help seeking.

At the same time, 'NO' is an application developed by the project team, has a component of providing security to the young girls/ women. This app has a provision of creating a network of users who can be contacted immediately during a crisis situation.

Both these strategies highlight the need of spreading awareness among men and women above 18 years. The awareness programs are conducted at various levels i.e. psychologists, counselors, school staff and college students, NGO staff and beneficiaries, Government staff, corporate staff etc. and those are conducted by the experts in the field Dr. Vasudeo Paralikar, Head of the Psychiatry department KEM Hospital, Pune. The meeting wrapped up by 3: 30 pm with vote of thanks by Ms. Anna P.V

## ***PRA Tools (Participatory Rural Appraisal) Workshop***

Date and Time: 10/12/2021, 9:00 AM to 4:00 PM

Resource Person; Dr. Kiran Thambi Asst. Professor, School Of Social Work Rajagiri School Of Social Science It was a full day program which started at 9 :00 am and ended at 4:00 pm.

The class is all

about the PRA tools. It is used to understand and identify the needs and resources in the community. The class was taken by Dr. Kiran Thambi, the asst .professor of Rajagiri school of social science. He explained about what is PRA and the use of it in a community. It includes planning, implementation and evaluation. It's a completely participatory program. He explained about the characteristics of the communities and how to approach them. PRA tool is used to understand the felt need and actual need of the community. Empowerment of the is the main focus of these activity. He explained about the types of peoples in the community like leaders, observers, contributors' and negative contributors. He detailed about the project developments and the information about the community like



- The basic needs
- Belief and cultural identities
- Physical environment
- Health survey
- Measuring the circumstances

- Identifying the community, problem and priorities it
- Set goals and objectives
- Identify the resources etc...

## PRINCIPLES OF PRA TOOLS

The next session is about the principles of the PRA tools. They are

- Triangulation
- Reversal of learning
- Learning rapidly and progressively
- Complexity and diversity
- Handing over the stick

Critical awareness On spot analysis

Sharing of the information

The last session is about the PRA tools and the guidelines of using the tools. The ORA tools includes ;

- Social resource mapping
- Venn diagram
- Income expenditure calendar
- Pair – wise ranking
- Problem tree
- Impact diagram
- Spider diagram
- Daily routine analysis
- Transit walk

Bharathion 2021 “Indian Social Work: An Indigenous Approach to Development”

On 22nd, 23rd and 24th of February 2021

1. Theme of the Conference: Indian Social Work: An Indigenous approach to development

The beginning of professional social work in India dates back to the year 1936 when Sir Dorabji Tata Graduate School of Social Work was established in Mumbai. The curricula and models of social work education has been imported from the US Social work education. The indigenous base of Indian philosophies and traditions of charity, services and welfare have not been considered and thereby exist as a larger lacuna in the contextual knowledge base.

Today, the missing ‘Indian social reality’ in social work practice in India due to the colonial

theoretical base has been undergoing a constant redefining by various practitioners and academicians. The need for context specific and inclusive social work approach has been realized. The Indian perspective explores the history, ancient philosophies, values and culture, and tries to develop an indigenous method of practice. Considering the complexity and heterogenous nature of our country, social work practice needs to accommodate the diversity. The cultural, economic and political differences of our country constitute to the structural inequalities, which should also be addressed while aligning the theoretical framework with the indigenous knowledge base. The theoretical positioning of social work in the country has to be critical by not developing a hegemonic frame of the few. And therefore, while exploring the Indian social work approach, there is a need for a critical lens.

This conference will bring out the critical perspectives from the field and cumulate the narrations of the 'excluded', thus creating a platform to disseminate knowledge on the importance of 'Indian Social Work Practice' which will include the world views of Dalits, tribes, women, fishers, LGBT, persons with disability, denotified tribes and other communities lying in the margin. Thus, to develop an organic Indian Social Work Practice which will 'de-caste', 'de-gender' and eliminate all such biases developed from the dominion and thus put forward a step towards emancipation of all through all. This will add to the growth of social work discipline in India by creating sensitive and critical social work practice which is anti-oppressive and inclusive in nature.

This conference on 'Indian Social Work: An indigenous approach to development' will try to address various contemporary debates on indigenization of social work in India through a critical lens.

#### Sub-themes/sub-areas

1. Transforming social work education and practice in India
2. Social inequalities and social work approach
3. Gender perspectives in social work
4. Indigenous social work practice
5. Contextualizing social work education in India – curriculum, pedagogy and learner centric approaches
6. Social work practice with persons with disability, fishers, gender minorities, Dalits, Adivasis, migrants, religious minorities and other vulnerable groups
7. Feminist social work
8. Feminist research in social work

## Inaugural Ceremony

The official inaugural ceremony of Bharathion 2021 “Indian Social Work: An Indigenous Approach to Development” was conducted on 22nd February 2021 at 5.30pm. The conference was hosted through online platforms Google meet and YouTube. Around 100 participants attended the ceremony.

**Bharata Mata School of Social Work**  
Presents  
**BHARATHION 2021**  
*INDIAN SOCIAL WORK: An Indigenous approach to development*  
22, 23, 24 FEBRUARY, 5:30 pm- 8:30 pm [IST]  
SPEAKERS

**Dr. TOLI KIBA**  
Assistant Professor, North East Institute of Social Science and Research Dimapur, Nagaland

**Dr. ANJALI DHENGLE**  
Assistant Professor Humanities & amp : Social Sciences Maulana Azad National Institute of Technology, Bhopal

**Dr. PANDURANG SONTAKE**  
Assistant Professor School of Social Work Amity University, Mumbai

**Dr. PRABHA TIRMARE**  
Associate Professor School of Social Work Hirmaia Nikethan, Mumbai

**Dr. JONAS RICHARD A**  
Professor & Head Kristu Jayanti College, Bangalore

**Dr. ALEX AKHUP**  
Associate Professor Centre for social justice and governance, School of social work Tata Institute of Social Sciences, Mumbai

**Dr. RAMESH KAMBLE**  
Rtd. Professor University of Mumbai

**Dr. NORBY PAUL**  
Senior Lecturer The Catholic University of Eastern Africa

**Dr. ANISH KR**  
Assistant Professor School of Social Work Rajagiri College of Social Sciences, KERALA

**Dr. JOY PRAFFUL**  
Research scholar, Tata Institute of Social Sciences, Mumbai

**Dr. RAVINDRA RAMESH PATIL**  
Professor, Department of social work, Jamia Millia Islamia

**Dr. ABHISHEK THAKUR**  
Assistant Professor Delhi school of social work Delhi University

**Fr. JOYE JAMES**  
Vice President Indian Social Institute Bangalore Secretary of Jesuit Higher Education in South Asia

**Dr. JOSE ANTONY**  
Professor Sree Sankara University Kalady, Kerala

**Call For Papers :**  
Abstract - 16th February  
Full Paper - 18th February

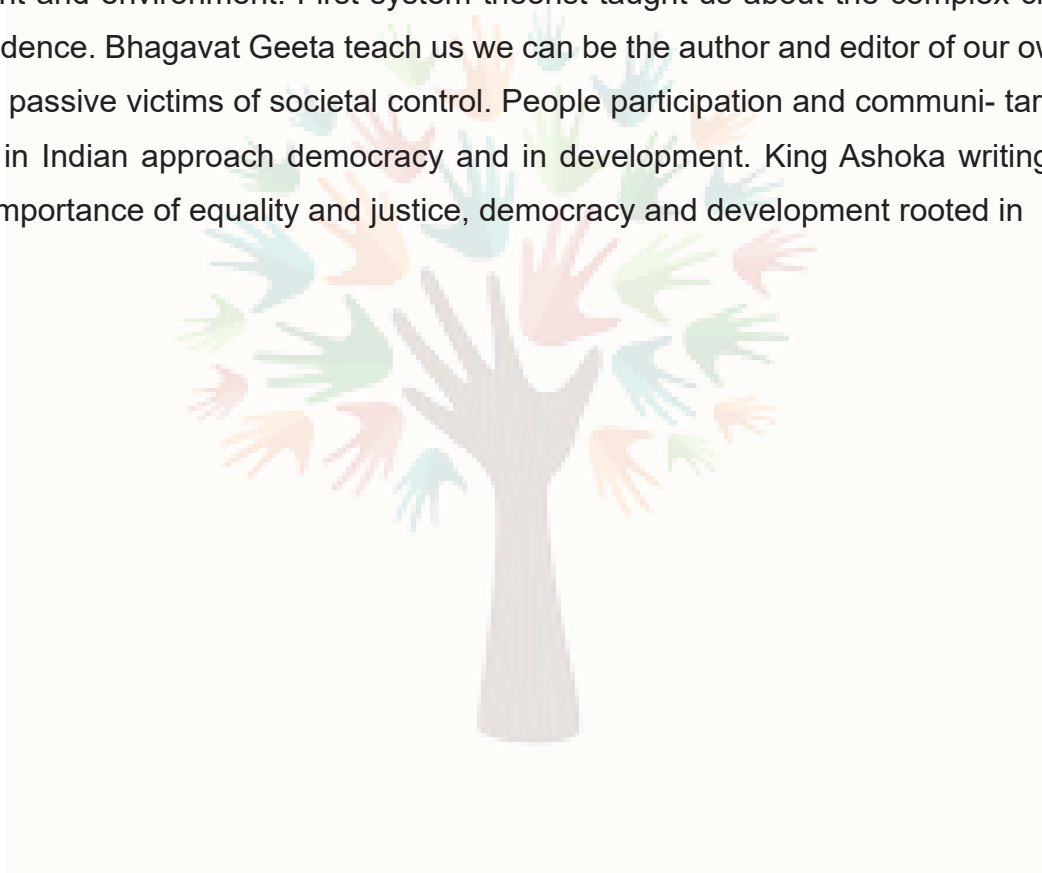
**Registration Details :**  
Reg. Fee - Rs 300  
Above 20 Participants - Rs 200  
KAPS Members - Rs 100

The selected papers will be published in international book with ISBN .  
**Registration Link : <https://forms.gle/wazzYu1sAfTRMj4E7>**

**For More Details:**  
Ph: +91 7012960644 , +91 9656273654  
E-mail- bharathion2021@gmail.com

Ms. Sona Jose master of ceremony gave a brief introduction about Bharathion2021. Bharathion is an umbrella term which includes all the activities of Bharata Mata School of Social Work. The conference started by evoking the blessings of almighty through dance. Dr. Sheena Rajan Philip head of BMSSW delivered the welcome address. Rev. Fr. Dr. Abraham Oliapurath, Manager, BMSSW carried out the presidential address. He mentioned that ‘Social Worker Should Stand for Social Work’ and congratulated the entire team of Bharathion 2021. Dr. Shiny Palatty, Principal, Bharata Mata College deliver the felicitation. She also congratulated the department for organizing such an event and wished them by saying that “let it be an enriching experience for all” The official release of newsletter of Bharat Mata School of Social Work were done by Rev. Fr. Dr. Abraham Oliapurath, Manager, Bharata Mata School of Social and Dr. Shiny Palatty, Principal, Bharata Mata College.

The master of ceremony Ms. Sona Jose introduced the chief guest Dr. Vishanthie Sewpaul, Associate professor, University of KwaZulu-Natal South Africa. The chief guest inaugurated the session and Enlightened the ceremony with her immense knowledge. Speaker complimented the organizing team, and conveyed her blessing. Speaker point out how Asian world teaches the relation between self-awakening and societal awakening. Mahatma Gandhi as an illustration of the personal and social transformation through “yoga of nonviolence” which he developed preached and practiced. Be aware that every breath of life is precious, spend every moment in the consciousness that life is a gift. She added the famous quote of lord Krishna from Geeta “live not for fruit of actions, but for action alone”. Asian philosophy underscores the importance of unity in diversity and interdependence among people between environment and environment. First system theorist taught us about the complex chain of interdependence. Bhagavat Geeta teach us we can be the author and editor of our own life; we are not passive victims of societal control. People participation and communitarianism integrated in Indian approach democracy and in development. King Ashoka writing highlights the importance of equality and justice, democracy and development rooted in



our ancient traditions. Great souls like Mahatma Gandhi, Martin Luther king, Mother Teresa, Nelson Mandela taught us about the importance of love, kindness, gratitude and happiness, forgiveness can be elevated to grow us. She concludes her words with a mantra “be happy and free, words thoughts and action of life contribute in some way to the happiness”.

Ms. Arya Chandran L, Bharathion 2021 convenor delivered a brief introductory note. Mr. Vivek Ashok student coordinator delivered the vote of thanks. The inaugural session was concluded at 6.05 pm.

### 3.3 TECHNICAL SESSION – 1

The first technical session started at 6:25 PM based on the theme “Struggles and Movements from the margins: Past and Present”, which was chaired by Fr. Joye James (Vice President Indian Social Institute Bangalore and Secretary of Jesuit Higher Education in South Asia), and tailed by the speakers Dr. Alex Akhup (Associate Professor Centre For Social Justice and Governance, School of Social Work Tata Institute of Social Sciences, Mumbai), Dr. Jose Antony (Professor Sree Sankara University Kalady, Kerala), and Dr. Ramesh Kamble (Rtd. Professor University of Mumbai). They disseminated the knowledge on the topics Tribes/Adivasis and Social Change Historiographical Reflection in India’s Northeast; Dichotomies of social work in struggles and movements from within; and Speaking of, from and beyond margins: articulating struggle of knowledge making practices respectively. Fr. Joye James gave a brief description on the theme and introduced each speaker and invited them to present their topic.

Dr. Alex Akhup had begun the session by briefly sharing his experiences with the tribes of North East part of India and also introduced the term ‘Scheduled tribes’ which is mentioned in Article 244 of Indian constitution. He pointed out the words of Jayapal in 1949 who underlined epistemological axiology of change as viewed from Adivasi and tribal societies. Also said that apart from teaching democracy to them, there are many things to learn from them. The speaker had made a critical reflection on tribal and Adivasi of North East India through the lens of dialogical change and transformative approach. It can be observed that the concept of tribal subjectivity is to a great extend was informed by theories of cultural change such as cultural evolutionism or cultural diffusionism that which is taught in sociology and cultural anthropology. This was further strengthened by theories of development and modernity in the context of state indicating the convergence of approaches of scholarly writings, policy makers etc. Tribal communities are generally identified as uncivilized and having no

outside contact. The scholars have identified three approaches namely; (i) Traditional societies are unethical to change, (ii) Traditional societies have abilities to adapt to change over a period of time, (iii) Traditional societies are automatic centers obtained in development. There are studies from political economic perspectives for better understanding of Adivasi reality in terms of deprivation caused by development projects. Although Panchayati Raj has been extended and Gramasabhas has been recognized as highest body of decision-making authority, studies indicate that the political empowerment is still a long way to go. Added to this there are also indications in studies of political conflict in Adivasi areas working against Adivasi livelihood and survival. Professor Kakha said that there is an urgent need to go beyond socio cultural studies to understand the reality of Adivasi. This studies further enhanced the need to provide models of change that is sustainable and ethical. This makes it important to engage in reconstructing and reimagining historiography sourced on lived experiences of people. It involves rewriting the history.

The resource person based on his experiences suggested four approaches of dialogical historiography for involving inclusiveness of perspectives, diversity, convergence of ethics and politics, meaningful and relevant administration and also co-existence. The approaches include Sub regional historiography, Ethno nationalist historiography, Ethno religious historiography and Tribal historiography. These approaches make possibility for cultural diversity, socio cultural pluralism, organic, nurture the space of co-existence of about 200 or more cultural diversities. The speaker also pointed out the six key principles of dialogical historiography inclusive of Ability to occupy a point of view, Diversity, Plural cultural and Identities, Political economy, Dialogic social relationship and Rationality as tempered by consensus. He had concluded by giving his valuable suggestion based on his experiences with the tribes of North East that the change in policy in the context of North East should actually be based on the principle of diversity and principle of dialogue.

Dr. Jose Antony started his deliverance by sharing his sincere gratitude towards the BMS-SW for conducting a conference on a reflective topic and Dr. Joye James for moderating the session. The speaker dealt with the topic dichotomies of social work as a practicing profession and academic discipline which included the participation of students in struggles and movements from within. The conceptual understanding of dichotomies of social work was discussed by him in three major components such as profession and discipline, practical dimension and educational part of training part. The speaker delved the concept of social

work as a process of solving or adjusting psychosocial problem and its dependency on clinical, medical and legal models at individual level and later on group work and community organization at different levels. He then shared his concerns on considering social action as a secondary method of social work and incorporating it in academic as well as practical system. Dr. Jose Antony also mentioned about the paternal system, strategies, methodologies and techniques followed by the social work profession in settling the problems of tribal, Dalit, sexual minorities, women, children, geriatrics etc. rather than considering the rights of the beneficiaries. The speaker pointed out the role of social worker as advisor, liaison or settler in the conventional intervention model called “Samaritan model” and its inadequacy in dealing with the struggles and movements in a right based approach. He questioned the right based approach of the social worker in present scenario. The social work education depended on the management system in Kerala creates obedient and comfortable students who are not even ready to fight for their rights. The speaker made us to think and reflect that the social work students should have the courage to break the barriers of being in a comfortable zone in an organizational context. The speaker conveyed the importance of understanding the true knowledge of political correctness by the trained social workers to act as an initiator or facilitator for the community struggles and movements and thereby engaging in policy practices, legislations and councils. The speaker concluded his talk by adding that to avoid the dichotomic situation, the social work fraternity of academic fraternity have to think seriously on incorporating the practical aspects of social problems without negatively criticizing the efforts of social work students in the struggles and movements.

Dr. Ramesh Kamble initiated his talk through the basic submission of the idea of including the indigenous knowledge base in Indian social work practice, which is not a monolith but an aggregate of diverse kind of experience. The speaker believes that the experience from the margin which are not visible and omitted have to incorporate in knowledge building process. He shared an anecdote from an African American film, “the Debaters”, where a teacher motivates the black students to win the debate competition over other elite institutions. The particular scene where the teacher says that “the black are the people without records for being recognised and nobody seen us” throws light on the refuted situation of the margins. The speaker said that the consistent struggle can make them the subject of knowledge and the experience as the source and basis of knowledge. Dr. Kamble mentioned the poetry collection of Vijay Tendulkar in which he identifies he assumed only the primary existence

of the world he lives and erased all the experience of the life of margins. Also pointed out the work done by Srinivas on Indian villages in which we are taking knowledge from our own location even though we have multiple locations in India. The speaker made attention that the first thing we have to do is to register it as the worthy subject matter for building knowledge. Also acquiring knowledge from margins is important in theoretical and political activities. The speaker argues by citing an example of African Americans, that we are only talking about the margins rather than discussing about the society that creates and breeds a particular kind of social experience, social process, and social relation. So, it has become necessary to understand the social structure, social relations, social exclusion, social order and to adopt inclusive practices and inclusive development. The speaker added that margins are intersectional characters in which caste, race and class forms a coproducing, compacting and co-constituting categories. Dr. Ramesh Kamble concluded that it has become a serious issue in articulating struggle of knowledge making practices and to speak of, from and beyond margins.

#### 3.4 QUESTION & ANSWER SESSION

The Q&A session of day one started at 7:45 PM, intended to explain and clarify the queries of the participants and was initiated by the Moderator of the day, Fr Joye James. The following questions and answers were discussed in the session:

Q. How do struggles in pre- and post-colonial period is constructing the history of the struggles of the margin and how it is interrelated to hierarchy, inequalities etc.?

A. The dominant ideology becomes dominant by forcefully imposing its helps on all other location basically the margins location. In an order it becomes an ideology for all the groups, even the marginal groups may have to internalize that ideology and should become the agent of reproducing that ideology. So, the concern therefore here is a kind of critical consciousness where you learn to experience your consciousness and at the same time also become conscious about social structure and social relations. So, this kind of critical intervention is extremely.

Q. With limited space for social work students and teachers to get evolved in the struggle, what is the way forward that is possible to experience an evolving process of understanding?

A. (i) A system of bringing in representatives who take internal initiative for minority community should be practiced.

(ii) Associations have to take stand and help students to take stand.

(iii) Students should be given assignments to learn from the movements.

(iv) Cliché has to be relooked.

Take theories from field rather than taking theories to the field.

Q. What are the obstacles that stand in between to incorporate the idea of indigenous approach to development to the curriculum?

A. We are still dependent on western context of social work and it is not effective. As long as we become producers of the knowledge, we will always be receivers of knowledge from western context. So, challenges exist unless and until we build our own knowledge

base which is coming from the margins. (Dr. Alex Akhup) We have ample experiences and examples of struggles and movements from within. We have theories, practice models and practice experiences but unfortunately, they are not documented properly. So, it is our responsibility to document them as a social work practice. (Dr. Jose Antony)

Knowledge is the political practice. Everything is to be practiced in the sense that it is an attempt of critically questioning the relationship forward, operating in the community and social work institutions as well as in knowledge making institutions too. Knowledge has to be seen both as a context of power and also something that legitimize the relation of power. Unless we are not taking it in that perspective as a critical engagement with relation to oppression and exploitation, it is not possible that we actually engage with the concerns we are fighting for. (Dr. Ramesh Kamble)

### 3.5 CONSOLIDATION

Fr. Joye James, consolidated the presentations done by each speaker by highlighting the main points. He also added his own reflections on the transformation of historiographic into a negotiate space. He mentioned The Pedagogy of the oppressed by Paulo Friere, Saul Alinsky's approach to social action and Jack Rothman's model of community organisation while elucidating about the primary methods of social work. Fr. Joye James also believes that it has become inevitable to include or consider social action as an important method of social work. Also, the propinquity of right perspective while dealing with social issues was also made noticed. He also brought up the role played by the social workers in some of the historical struggles. He also expressed his insights in incorporating the voice of the margins in building the indigenous knowledge base.

The session came to an end at 8:10 PM by highlighting and summarising the points put forward by the speakers and questions raised by the participants

#### 4.2 TECHNICAL SESSION-2.

The second day of Bharathion 2021 commenced at 5:30 PM on 23rd of February 2021. The master of ceremony Ms. Sneha Thampy welcomed and gave introduction to the second technical session of the National Webinar. The technical session based on the theme “Social Work Practice with diverse groups and communities: Towards an inclusive approach” was moderated by Dr. Anjali Dhengle (Assistant professor Humanities & social sciences Maulana Azad National Institute of Technology, Bhopal). The distinguished speakers of the session were Dr. Abhishek Thakur (Assistant professor Delhi school of social work Delhi university), Dr. Toli Kiba (Assistant professor, North east institute of social science and research Dimapur, Nagaland) and Dr. Joy Prafful (Research scholar, TISS). They shared their insights on the topics Social work practice with persons with disability, Gender perspectives in social work practice and Social work practice with tribes accordingly.

First speaker of the session was Dr. Abhishek Thakur. He presented his ideas on the theme ‘social work practice with person with disability. His main objective was to give an overview regarding disability, it’s challenges and concerns. Almost 2.21% of the population are disabled people. They have formed as an invisible population. Most of the people only give consideration to people with severe kind of disability. Some of the reasons why they became an invisible population is, questions regarding disability was absent in the census question. Then some people are not comfortable in sharing this disability with people. Disability has become a heterogeneous group and some of the main reasons for that are poverty, lack of institutional delivery, lack of antenatal care etc. Then the speaker pointed out that there are advantages and disadvantages of employing a disabled person in a company or firm. If we appointment a person with disabilities he will always stay loyal towards the company, and their efficiency level is very high. Initially things will be little bit difficult but gradually the scene changes. Only a few corporates identify that employing a disabled person is productive. While some others think that employing a differently abled person is waste of money. Then Dr. Abhishek pointed that according to RPWD act 2016, there are 21 types of disability. The major reasons for those people stepping back is that lack of infrastructure, we should have a universal design in every public place. Next is the negative attitude of the people.

He concluded the session by saying that as a social worker we should identify the problems and barriers of the differently abled people within the constitutional rights. The second speaker of the session was Dr. Joy Prafful, Research scholar, TISS. He took the session on the theme 'Social work practice with tribes. He started off by showing his sincere gratitude towards BMSSW for conducting such an excellent conference and also for inviting him as a part of this. He started his session by giving away ideas about the tribes and how social work practices can be applied there. He mentioned that speaking on tribal social work and also tribes as a community is very diverse. They are considered as scheduled as in constitution. He mentioned about the other names given tribes such as adivasi's, scheduled etc. and how tribes, adivasi's and scheduled are differentiated. He said that adivasi's are not equivalent to tribes and tribes are not equivalent to scheduled. What he mentioned in the initial session of the speech was mostly about tribes and its characteristics. They are the communities who are staying in subcontinent for a very long time. To understand them, we should be having a clear anthropological understanding. They would roughly come up to 8% of the Indian population. They are the most vulnerable population in terms of health, education, development etc. it is the reason why they are given special grants, reservations, protection of lands etc. they are being provided with special measures to develop themselves.

He then spoke about the Social work practice in India for tribes. From the very beginning, social work practice for tribes were problem oriented and it always wanted to develop communities and they had a classic perspective towards this. They are working for the development of the poor among tribes. They understand the problems and takes appropriate actions for that. But the problem he specified is that, not much discussions are made for bringing structural change in the society. This change will be most helpful in bringing change to tribal community. Anti-oppressive, Radical, critical, feminist etc. social work can be used for this. Structural changes are made from needs of the community. However, despite the efforts to bring structural changes, largely forgotten aspect is to develop a methodology for tribes and caste in Social work discipline because the community is largely vulnerable. It needs different kinds of methodology. He then talked about justice and equality and pointed out that tribal social work is more about rights which are denied for them. It is not only about working with them, or for them, but also accepting and acknowledging what is good in them and what they are. From their histories we can see that they have their own way of social

system and governance. It is also important to acknowledge that they need autonomy. But their self-governance should run parallel with the governing system for their development. Tribal social work is also about involving indigenous perspective which actually gives us direction. We should enable them to work for themselves. The approach should be bottom up approach. The social workers should also help them to find the histories of the tribes which are gone. Cultural aspects and religious belief systems are important for tribes and to work with tribes it is not something to see as good or bad but it should be acknowledged. He then emphasized that contemporary discourse happens all across the world against tribes and these should be decreased. He then spoke about the activities done by TISS against this contemporary discourse. TISS offers courses under Dalit and Tribal studies action. Tribal communities should be seen as active agents rather than passive people. In India tribal intellectual perspective with in India should be practiced and it should be organically generated and constructed process.

The third speaker, Dr. Toli Kiba elucidated gender perspective in social work practice. She initiated the session by pointing out that even though gender issues are topics that are very often discussed by educators in classrooms, it is a difficult subject as we deal with different group of people from different backgrounds. Each and every one will have their own perspectives on gender issues. Dr. Toli signified that social work needs to have critical reflection on gender in its daily practices. Today, it is very much important for social work educators to make students reflect on various gender issues which is very much evident in our society in order to break the chain of following traditional specific gender roles and responsibilities. When talking about gender in social work education, Dr. Toli mentioned about two labels. First, gender biases within the profession. Social work is often described as female dominant profession, a helping or caregiving profession which females are suitable for. There are studies indicating most of the social work professionals are women. Second label is gender biases outside the profession. Socialization process begins from childhood and how we perceive who has to be dominant than the other person. In our society, there are marginalization of different genders especially transgender. There are a lot of problems associated with third gender. It is important to incorporate gender as analytical category in our educational system and students must be made to understand different kinds of gender issues in the society and their understanding should start from the social work institutions itself. It is very crucial that social work educators sensitize students to discuss gender issues in the society

and educate students more about these issues thereby moulding them to be able to address the complexities in the practice of social work especially on gender issues and effectively provide services for the marginalized population in the society.

#### 4.3 QUESTION AND ANSWER SESSION

The Q & A session was initiated by the Moderator of the day, Dr. Anjali Dhengle . The following questions and answers were discussed in the session:

- Which is appropriate -rights are denied to tribes or they are not aware of the rights or sometimes tribes are reluctant to avail the services and rights?
- How to incorporate the tribal diversity in social work practice?
- Tribal students have capacity for academic achievement. But only few are pursuing higher education. Why?
- Is it possible for tribal communities to enjoy the fruits of development completely without coming out from their place of living?
- What is the social work indigenous practice carried out for elderly in tribal communi- ty?

A. Even though tribes are aware of their rights, they have to face many hardships and struggles to attain that. Land alienation is an example for that. Though there exist Alienation of land act, illegal tribal land transfer still exists today. Tribal are the first to protest against British by knowing that the colonial power will take over the resources. By providing awareness classes with the help of resource person from tribal communities we can incorporate tribal diversity in social work practice. Campus and universities should be made tribal friendly so that it would attract tribal students to pursue higher education. We should accept tribal as what they are rather than imposing our thoughts on them.

- Comment on disability statistics of India.
- How can we reduce the social stigma about differently abled people among general public in India?
- As a social worker, how can we address the problems among the primary care givers along with disabled person?
- What are the alternatives that can be used to build a differently abled environment?

A. Till 1941, Britishers in India included people with disabilities in census. But after attaining Independence, there was no question about disabled. After so many struggles of organizations working for disabled, questions were raised about them in 2001.If there is any studies

or researches about vulnerable communities, then only the problems are addressed and resources will be provided. We see others with a prejudice mind instead of that understand them as what they are. There is no need of stigmatizing that particular section of society. Our society try to glorify marginalized section, so that the actual discussion will be diverted and problems may not be addressed properly. By making them understand their potential, we can remove attitudinal barrier. It is true that primary care givers of disabled people are facing issues and challenges because of societal pressure which are not addressed. An organization or union for them could reduce their burden through sharing the learnings and experiences. There is no need of alternatives to make infrastructure disabled friendly. We have to adopt Universal design frame work (like sign boards, ramp elevators) not only for disabled but for whole.

- Share thoughts on inclusiveness of social legislation among gender minority in India.
- How can we change the negative perspective of cis-gender about transgender or people with varied identities?

A. There are many program for woman empowerment and rights for women. But it is important to make them aware of the rights. Even today people have negative perception towards the third gender. Social workers have to work in different settings with different communities, so they should be taught how to accept different people.

#### 4.4 CONSOLIDATION

Dr. Anjali Dhangle consolidated the session that the vulnerable groups with the personal defects like Disabilities, Gender minorities, sometimes may be our friends and colleagues. There are many cultural biases, which are not leading to the thought to generate research for them. To make better outcome in scientific pattern. Sex information to boys and girls are not injected in the proper way. We need to start from school curriculum and home. We need to create data and representation from theory to presentation.

Resource person congratulated the organizers and speakers for enriching the knowledge. She added that there should be needed integrated approach in teaching. We need to have a people centered approach through tools like PRA and logical analysis for vulnerable section. We need to bring in lived experience and work on research with acquired knowledge that can motive a change in social work practice.

Suggestion from moderator Dr. Anjali Dhengle. When speaking of Social legislation regarding gender minorities still we don't have data of them and We need to change the curriculum.

Still in a repressive society we are Struggling to talk about sex education to adolescents. Make them aware that it is not a disease. We need to generate data, knowledge etc. So that the theory can come to practice.

Moderator concluded and sought out more discussions on the topic. And finally added that an apt and appropriate reminder from Dr. Toli Kiba that Social work needs a critical reflection and need to have integrated approach in training and teaching of social workers so that their perspective can be open. Also need to understand things from people's perspectives. The session concluded the session at 7:15 PM by mentioning seven core values in strengthening social work theory, practice.

#### 4.5 PAPER PRESENTATIONS

The paper presentations were started at 7:15 PM simultaneously in two zoom platform on the subthemes

1. Transforming social work education and practice in India
2. Social inequalities and social work approach
3. Gender perspectives in social work
4. Indigenous social work practice
5. Social work practice with persons with disability, fishers, gender minorities, Dalits, Adivasis, migrants, religious minorities and other vulnerable groups
6. Feminist social work
7. Feminist research in social work

#### 4.5 (A) GROUP A - PAPER PRESENTATIONS

Group A paper presentations was presided over by Dr. Pandurang Sontake (Assistant professor School of Social Work, Amity University, Mumbai). The Master of ceremony Ms. Sneha Thampy welcomed and gave instructions to the session. A total of 11 papers of diverse subthemes were presented by research scholars, faculty members and students from various parts of the country.

1. The first paper was done by Ms. Pavithra A V, Ph.D. Scholar Davangeree University, Karanataka on the topic Promotion of environmental justice through green social work practice. The objective of her study was to reduce the wastage of papers in schools and colleges and to inculcate the habit of saving and recycling paper among students. She suggests that social workers can play a key role in the fight for environmental justice, helping to prevent and address the consequences of climate change through education, advocacy and community organizing.

2. The second paper was done by Ms. Athira Menon on the topic Effects of career collapse in the lives of performing artists during lockdown. The objective of her study was to assess the issues related to the profession of performing artists during the lockdown and to measure their mental health. She suggests that the government can facilitate the target group to deal with financial crisis and also social work methods especially casework and group work as well as counselling techniques can be used to address the problem.

3. The third paper was done by Mr. Amal P Suresh on the topic Social work vs Professional practice: The views of social work professionals. His objective was to assess and document the gap between social work education and professional practice in the context of Kerala. His findings show that almost all the social workers interviewed were able to make good use of the various methods in all their employment settings; however, it was evident the incorporation depended much on their individual passion and creativity. He suggests that it is important to take steps to select individuals who have the aptitude to empower individuals to help themselves and the right attitude.

4. The fourth paper was done by Mr. Sam Sangeeth, Director, Heritage foundation Regional Resource and Training Centre, Hyderabad on the topic Minimum standards of care homes for senior citizens from social workers interoceptive lens: Indian context. The aim of the study was to know standards of NGO's and to suggest minimum standards. The concluded that the minimum standards will bring a mainstreaming or uniform service across the nation to the senior citizens care homes and it will help the care homes to be alarmed and pick up to the minimum or high standards in the days to come.

5. The fifth paper was done by Ms. Saira Banu U.P Social worker trainee of Bharata Mata Scholl of Social Work on the topic A study of health seeking behaviour of people in Kavaratti Island. She mentioned about the lack of health care facilities in Kavaratti Island. Unavailability of doctors or supporting staffs, lack of modern high-tech facility for emergency treatment, lack of basic infrastructure facilities in hospitals, bad weathers are some of the common causes of death of several patients. Her findings show that people are opting home remedies, prayer and sacred things from mosque more than hospitals.

6. The sixth paper was done by Ms. Athulya, Social work trainee of Shree Vidyadira ja College of Arts and Science, Karunagapally on the topic Health inequality in India. The objectives were to study the inequality in the health care sectors and how much the health insurance schemes are effective in India. Her findings show that low rate of fund allocation and inadequate infrastructure and support to medical research are the major problem for health inequality in India.

7. The seventh paper was done by Ms. Soji Mariam Sabu and Mr. Abhishek Thomas, Social work trainees of St. Gregorios College of Social Science, Parumala on the topic Transforming social work education and practice in India. The aim of the paper presented was to share historical background of social work in Indian context and to share new traits in social work. She suggests that utilizing social work faculties as well as trainees as useful component in the building of developed and reformed society.

8. The eighth paper was done by Ms. Neha Sunil P, Research Scholar, Rajagiri College of Social Sciences and Dr. Lizy P.J, Associate Professor and Research Guide, Rajagiri College of Social Sciences on the topic Enriching social work through Interdisciplinary disability studies: Responding to the Covid 19 pandemic. The paper focuses on recognizing the effect of Covid 19 on people with disabilities and their families. They suggest that more study into how social workers can continue to collaborate successfully with school administrators and parents in order to promote positive results for students especially those with special needs also needs to be encouraged.

9. The ninth paper was done by Ms. Subila Vincy B, Madras School of Social Work on the topic Study on the socio-economic and health conditions of the migrant construction workers. The study aims in bringing in the need of social worker in the migrants and also to study the nature of work, working condition and difficulties encountered in the work spot of the respondents. The findings show that the migrant construction workers are not getting any medical allowance for their sickness.

10. The tenth paper was done by Mr. Piyush Poddar, Department of Social Work, University of Delhi on the topic Role of a social worker under the National Education Policy 2020: An analysing of aided minority schools in Delhi. The paper brings the importance of National Education Policy 2020 in incorporating social work intervention among the children of minority communities of Delhi. It also suggests that the non-integrated approach of the social worker helps to overcome the declination of learning levels in government schools

11. The last paper was presented by Mr. Abdul Hameed and Dr. Ali Azher MD, Thanal Charitable Organization UT of Lakshadweep, Kavaratti on the topic. The magnitude of social services in a closed community of Union territory of Lakshadweep. The study shows that the evaluation of magnitude of social services and adequate exploration is necessary to implement a sustainable, durable social service. It also suggests that the establishment of institution is the key to achieve a lifelong social service that will induce self-reliance and self-determination in a healthy society.

The moderator congratulated all the presenters for their efforts. He wound up the session by summing up all the topics. The session came to an end by 8:15 PM with a vote of thanks delivered by Ms. Sneha Thampy.

#### 4.5 (B) GROUP B - PAPER PRESENTATIONS

Group B paper presentations was moderated by Ms. Asha Sankar V (Research Scholar, Department of Women studies Calicut University). The master of ceremony Ms. Jewel John welcomed and gave instructions to the session. A total of 11 papers on diverse subthemes were presented by research scholars, faculty members and students from various parts of the country.

1. The first paper presentation was done by Mr. Y Tamizhan, on the topic “A Study on socio-economic status of Dalit women at Abizhegappakkam in Puducherry”. The objective of his study was to know the socio-economic, health and cultural status of Dalit women in Abizhegappakkam in Puducherry through descriptive design. His findings show that a lot of Dalit women are still facing discrimination, issues related to water facility, welfare scheme, savings, owning land, house etc. The paper suggests that there is a need to provide counselling, awareness classes, opportunities to the Dalit and rural people and also the appointment of social worker in Adi dravider welfare scheme department.

2. No more worries of bloodying your clothes’: Menstrual cup usage experience among women in Kerala, was presented by Ms. Pinky Rarichan. The study focussed on the Menstrual cup usage experience of women, its influence and challenges using case study method. The study shows that it is a sustainable solution to menstrual management, with moderate cost savings and much-reduced environmental effects compared with tampons. The results demonstrate that this reusable menstrual cup has no significant health risks and is acceptable to many women without the need for fitting or other medical services.

3. Third presentation was carried out by Ms. Krishnapriya S on the topic “Inclusive Workspace to Transgender Community and Role of Social Work”. The study aims to know about the career aspirations of the transgender community using descriptive design. Findings shows the majority of the transgenders faced harassment due to their gender, discrimination in government job process, abandonment from their own houses etc. The paper also suggests the role of social worker in the field of education, health, family, media, employment and community.

4. Ms. Veena Murali presented on the topic “Women in Screen; A Silent Slap in the Face of Indian Patriarchy; Analysing The Great Indian Kitchen, Thappad and Hellaro”. The findings show that the structural patriarchal division of labor is reproduced where the work done by the man is ‘labor’, whereas the work done by women of the house is their ‘duty’. Also, it proposes that feminism is sometimes misunderstood to mean dominance over men and these movies with its unflinching story declares that the fight is indeed for an egalitarian society where everyone is respected.

5. Ms. Bhavya M K, presented her paper on the topic “Doing Gender in Field: Experiences of Women Researchers”, with a background from her field experience on the topic “Gender in Tourism Work: A study in Kumarakom, Kerala”. Stay, overcoming Kerala moral policy, stigma towards women’s ability, over caring community, alcoholism etc. were the challenges mentioned in the findings.

6. The sixth presentation was done by Ms. Ardra Justin and Merin Sunny on the topic “Gender role attitude of people in Ernakulam district”. The results show that married and employed female have more egalitarian gender role than unmarried and unemployed male and female, education and gender role attitude have no significant relation, Christian women have more egalitarian gender role attitude in religion aspect and Muslim respondents uphold traditional attitude compared to Christian and Hindu respondents.

7. Ms. Nazni Nazar presented her paper on the topic “Discrimination of Transgender at Home and Working Places”, using descriptive design. Findings reveals the intolerance, embarrassment, abuse, bullying and threatening they face from family as well as work place; emotional, fearful and disappointed family conditions; and hindrance in educational opportunities.

8. The paper “Body image among women in India” was presented by Ms. Meenu Jayakumar. Using the secondary literatures, the study found that body image has two aspects, positive and negative, in which positive image causes high level of body satisfaction and negative image causes body shame and body dissatisfaction majorly among women. Also, the influence of media and internalisation of ideal body image are irrefutable.

9. Ms. Roselin Mary Benny, Ms. Amrita Ajay and Ms. SreeRekha K Zenith presented the paper on the topic “Person with Disabilities and Family support systems”. The study focussed on the life of the care givers where the society and culture have major influence on it through a descriptive study. The study says that we are always discussing about the mental, intellectual and autistic authorities. Therefore, it suggests that there is a need to assess the problems of caregivers along with the PwDs.

10. Ms. Greeshma Sebastian, Ms. Meenu Jayakumar and Ms. Saira Banu presented their paper on the topic “A Study on Gender Perspective of Cisgenders on Transgender People”. The paper talks about the stigma, discrimination and transphobic harassments associated with the transgenders. The ignorance and misconception by the cis genders make them more vulnerable and under-privileged. The paper suggests there is a need to have gender education and gender awareness among the cis-gender people.

11. “A study on the stress and coping strategies of women in Ernakulam: Special reference to COVID-19 pandemic situation” was done by Ms. Sree Rekha K Zenith, Ms. Christy Babu and Mrs. Krishnendu A P. The study was conducted to know about the stress and coping strategies of both married and unmarried women. Major findings put forward by the study are that the lockdown had affected women mentally by the stresses and physically by the extra responsibilities and the change in daily habits and the adopted coping strategies were gardening, depending social media, sleeping, engaging in arts and craft work, cooking and other entertainments for stress relief.

The moderator discussed on each paper and gave her suggestions. She suggested that the number of participants can be increased in quantitative studies and also more findings can be included to give authenticity and credibility to the study. She appreciated each presenter for their contribution in the field of indigenous social work. The session ceased at 8:40 PM with the vote of thanks by Ms. Juwel John.

### 5.2 TECHNICAL SESSION-3

The third and the final day of BHARATHION 2021 which was carried out on 24th February, 2021 commenced at 5:00 PM including \_ people as participants through the online platforms of Google meet and You tube. The agenda for the day which centered on the theme “Contemporary debates in social work theory and practice” included technical session, paper presentations and valedictory session respectively. The moderator Dr Jonas Richard, professor and Head, Kristu Jayanti college Bangalore welcomed key speaker Dr Norby Paul (Senior lecture, the Catholic University of Eastern Africa) and Dr. Prabha Tirmare (Associate professor, School of social work Nirmala Nikethan, Mumbai). The topic dealt by Dr. Norby Paul was “Subaltern and social work education in India”. Subaltern perspective deals with

marginal, vulnerable, it is defined by social systems, political and economic system. Subaltern perspective focus on uniqueness. Antonio Gramsci first defined subaltern as “people of low rank”.

Social work education mainly concentrating welfare embedded Needs, Right and Strength-based approaches aid the development in studies of empowerment and adoption of theories of development. Social work education evolved from traditional approach to progressive education which integrated specialization like displacement, disaster, human rights refugees, gender, empowerment, disability and vulnerability apart from traditional specialization. Major challenge is that knowledge upgradation which depends on practical experience and critical reflections, which look for interventions.

Indian social work, practice, education both educational practices derived from social justice perspective. The ultimate goal of social work education is competent and effective practitioners of social justice direct social workers to restore, maintain and enhance human and community wellbeing. Contemporary practice of social work education demand value orientation that contribute ambience for personal learning and growth. To work among subaltern there are four-dimension, Equity, Anti-Oppressive Analysis and Practice, Critical Pedagogy (including multiple critical theories), and Decolonizing Framework.

Social work mainly address equity, there is a great disparity between equity and equality. Equality ensures equal rights and access under law; it is not enough to address the reality that some people need more than others. Equity is concerned with addressing need and restitution. Equity involves economic, political, social, and human rights and opportunities. Social Work mostly on Equality and not Equity which must be thrust of social work education. Anti-oppressive analysis perspective examines the curriculum, and guide the students. This perspective directs the students to bring an anti-oppressive analysis into their practice which address power imbalance in society, within the organizational structures. Encourage students to follow evidence-based practice. Critical pedagogy incorporates social justice focused content and process. Critical thinking is the integral part of social work practice, critical pedagogy exposes theories that foster critical thinking. Decolonizing Framework means the recovery of indigenous land life. Speaker mentioned about challenges in decolonizing and subaltern social work practice.

Dr. Prabha Tirmare, Associate professor, CSWNN Mumbai presented a paper on social work education in India and debate on Indigenous knowledge. Since her PhD topic were much related to the current topic it was easy and interesting for her to explain. She briefly elucidated what is Indian Social work and what is the difference between “indigenous social work” and “inclusive social work”. Dr. Prabha Tirmare said that there are no enough social work educational institutions are there according to the geographical are and also criticized the saying that the social work educational institutions are mushrooming. The speaker explained how the literacy rate has been increased because of social structure and social hierarchy. She shared that “Teacher has to be a practitioner and practitioner has to be a teacher” on this principle she has initiated an innovative program “Rural urban youth connect or self-search with society”. Social work profession often considered as an emerging profession especially due to indigenous orientation to knowledge component and lack of linkages between classroom and learning and field realities. Social work education and its knowledge base in India is still as subject to debate and need to be understood by the academicians. In her research she has included knowledge of theory, critical theory and role of theory because these three are equally important. The Indian social work educators did respond to the need of indigenizing the social work knowledge. However, the quantum of indigenous knowledge base produced and disseminated to far is less than required. Base of social work profession must reflect value culture and problems of society in which it is taught and practiced. More efforts are required to align the theoretical frame work, models components and strategies of social work knowledge with the local social cultural and economic context to make the knowledge relevant to the people needs. The speaker made clear the guiding principles for the model to develop indigenous knowledge base for social work education and practice. She interpreted each term such as goal, know Knowledge approach base and techniques where to produce this knowledge, stakeholders, whom to use, and ethical considerations. She also related it with what BMSSW is currently doing through the National Conference. The speaker said that the social work base must be reflective and value-based knowledge and it should be aligned with theoretical framework. She conveyed the inspirational message Paulo Freire suggested through the book “The pedagogy of the oppressed”, as “For apart from inquiry, apart from the praxis, individuals cannot be truly human. Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other”. She concluded the session by mentioning some of the most influential

early social work professionals such as Jane Adame, Mary Richmond, Octavia Hill and four social reformers Jyotirao Phule whose works have been extended to many fields including eradication of untouchability and the caste system and for his efforts in educating women and exploited caste people and his wife Savitribai Phule, Rajarshi Shahu and finally Bhimrao Ramji Ambedkar who gave fraternity, equality, justice and human values. The presentation came to an end by 5:50 pm.

After the presentations of Dr. Norby Paul and Dr. Prabha Tirmare, the session was handed over to Dr. Jonas Richard who then made the floor open for clarifications of doubts.

### 5.3 QUESTION AND ANSWER SESSION

•How can we bring practice teachers in social workers as we have in NIMHANS earlier?

Ans. Dr. Prabha Tirmare had answered the question by giving her suggestion that the teachers before their appointment should possess a working experience of seven years as a practitioner, researcher etc. Also, they should make field experiences after joining to increase learning exposure and must keep building.

Dr. Norby Paul had also added upon that bringing practice teachers depend on the policy framework of each institution. He also mentioned about the role of social work association in bringing these changes.

•What could be the institutional mechanisms to standardise inclusive practice in social work curriculum?

Ans. Dr. Prabha Tirmare contributed her suggestion of counting each and every attribute including basic amenities, expertise of teachers, audio visual arrangements etc. She mentioned about the importance of understanding reality in critical manner to connect with the knowledge which is available to enhance the knowledge which become contextualised.

•What is the non-dominant perspective of Indigenous people?

Ans. Dr. Norby Paul responded to the question by saying that the people do not have non dominance. They have their own perspective. He also pointed out that we are not publicising indigenous literatures and also expressed the need of merging the dominant and non-dominant perspectives to foster the development of the curriculum.

Dr. Prabha Tirmare contributed her suggestion by stating an example of Dalit literatures in Maharashtra. She added that all local communities must produce their literatures so that we will become rich with local perspectives

#### 5.4 CONSOLIDATION

After the question and answer session, the moderator Dr. Jonas Richard had moved into his concluding remarks. He had begun by thanking both the speakers for their valuable contribution of diverse perspectives both complementing each other. The moderator in his concluding remarks had focused on three major areas inclusive of Theory, Theory and Practice and Research for bringing out Indigenisation in social work. He said that western theory shall be taken and practice locally. Along with this, we must also focus on developing and promoting local models to apply in local situations. Also, these local models should be added in the curriculum to promote Indigenisation. He also mentioned on outcome based social work education including three areas which are curriculum design and development, teaching and learning, assessment and evaluation. He pointed out the importance of developing indigenous literatures and integrating local with the global literatures and also developing our own local models and enabling the students to study this in order to strengthen indigenisation in social work. Also, the students will be assessed based on their ongoing social work commitment. He had concluded the session by sharing a quote that heart of social work education is education from heart, which has many inner meanings that social work education is not only about intellect but it also includes education from heart. The session wound up at 7:15 PM with a vote of thanks proposed by Ms. Roselin Mary Benny.

#### 5.5 PAPER PRESENTATIONS

The paper presentations were started at 7:15 PM simultaneously in two zoom platform on the subthemes

1. Social inequalities and social work approach
2. Gender perspectives in social work
3. Indigenous social work practice
4. Contextualizing social work education in India – curriculum, pedagogy and learner centric approaches
5. Social work practice with persons with disability, fishers, gender minorities, Dalits, Adivasis, migrants, religious minorities and other vulnerable groups.

The paper presentation was started at 6:35 PM and was moderated by Dr. Anish K R (Assistant professor, School of social work Rajagiri college of social science). The masters of ceremony Ms. Devika Madhu welcomed and give instructions to the session.

1. The first paper presentation was done by Ms. Anjana Parmar on the topic “Strengthening human right based approach in social work”. The paper was focusing on to understand and explore how the role of professional social worker can be strengthened while working with the Right-Based Approach. Human Right- based Approach is a conceptual framework for the process of human development that is normatively based on International Human Right standard and operationally directed to promote and protecting human right. The role of social worker in promoting the human right approach is for addressing injustice and discriminatory structures in the society and for ensuring inclusive processes. The attainment of basic human right requires positive action by every individual, communities, nations and international group.

2. “Does Streedhan makes a married woman self-sufficient” was presented by Ms. Chethana S. The paper was concentrating on the self-sufficiency of married women by giving dowry during wedding. Endowment giving to a woman at the time of marriage considered as a voluntary gift to the bride from her parents. It is determined as an economic safety of married couple. As time changes the criteria for endowment has changed from voluntary into demanding and now it is considered as the status of pride. The major finding of this paper is that in India Dowry cases reported in 2018 is 688 and 2019 is 739 and the dowry death was reported 48 and 52 respectively.

3. The third paper presentation was done by Mr. Hisham P, and Dr. A. Shahin Sultana on the topic “Traditional healing practice and the importance of social work knowledge among the healers”. The main objective of this study is to know the influence of traditional healers among people, to examine the role of culture in determining the treatment style, to know the importance of indigenous healing practice. In this study the author divided the themes into four. That is, meaning of the illness or infirmity, importance of childhood, identifying and treating the issues related to it, reliance on God, the main care provider and knowledge of child related issues. One of the major analyses of this study is, the parents and healers are unaware about the situation that children can be treated well when people in that field have become more advanced in way they can diagnose and test a kid problem using scientific tests and legitimate scale.

4. “A study on the Impact of the lockdown to the socio-economic status of maritime

community” was presented by Ms. Dileep N Kumar. Fishing is the important occupation of the people living in the coastal area of India. More than nine million active fishers directly depend on fishers for their livelihood of which 80% are small scale fishers. The main objective of this study is to find out the impact of lockdown among maritime community and to examine the various problems faced by maritime community during the period of COVID 19 pandemic. The complete lockdown in the harbours and the landing centres has greatly affected the fisher-folk’s day-to-day earning in all coastal areas and it pushes the fisheries workers into a vicious cycle of hunger, unemployment and debt-trap. The author pointed out that the measures of government were not apt as they included no financial aid to meet needs other than basic human needs.

5. The fifth paper was presented by Ms. Linsa Mathachan on the topic “Livelihood challenges and mental health conditions of fish vendors during COVID 19 Pandemic – Scope for social work intervention”. Small scale fish vendors are considered as the vulnerable and marginalized people among other backward communities in Kerala. The sudden lockdown mainly affected the livelihood of the people in coastal area. This study is to know about the livelihood challenges, to measure the level of well-being, to measure the level of depression, anxiety and stress and to understand the level of resilience. The major findings are, stress, depression and resilience where was extremely severe.

6. Dr. Jaimon Vargese, assistant professor of social work at BPHES’ CSRD Institute of Social Work and Research, Maharashtra presented a paper on “Social Work with Migrant Workers in the COVID 19 Pandemic Context in India- A Case Study”. The study revealed various services provided for migrant workers during the COVID pandemic such as shelter and rehabilitation for migrant workers, educational services to the children of migrant workers, health care services for the migrant families, online counseling, counseling and guidance to the migrant workers living in shelter homes, organizing cultural and recreational activities and skill mapping and placement of migrant workers in the local agencies. The case study of social work response of BPHES’ CSRD institute of Social Work and Research also revealed that they have conducted field extension and outreach programs in about 100 villages and cities addressing the general concerns of COVID 19 pandemic and specific issues of migrant workers.

7. A paper on “Social Work Practice with Drug Abuse and Addicts” was presented by

Fr.Giju Kulathunkal, Coordinator of SLCA and assistant Director at CHASS. The paper focused on drug addiction, its effects and treatment methods. The major findings of the paper indicate that there is no exclusive IRCA for children and women in Kerala. About 60 percentage of children under Kaval project need addiction treatment. The Central Government sponsored 21 IRCAs in Kerala but still four districts are not covered.

8. A paper presentation on the topic “Social Inequalities and Social Work Approach” was conducted by Ms. Mary George, Ms. Juliya Benny and Ms. Cheril Siby Sebastian, students from Shanthigiri College, Vazhithala. The key points highlighted in the paper include factors affecting social inequality, reasons for marginalization and challenges faced by the marginalized community. The major findings of the paper reveal that the marginalization of persons often results from various stereotypes and other preconceived notions that people develop in the society. The paper suggests that society should take the sole responsibility to ensure that marginalized people are not marginalized within the society in any way or manner whatsoever. Marginalized individuals are also part of our society and therefore they should be part of all the activities.

9. Ms. Bhavana Elizabeth Thomas and Ms. Princy T Moncy, presented a paper on the title “Social Work Practice with Persons with Disability, Fishers, Gender Minorities, Dalits, Adivasis, Migrants, Religious Minorities and Other Vulnerable Communities and Groups”. The main objective of the study was to understand the problems faced by minorities and cover the interventions to improve minorities health care, reduce racial and ethical disparities. The major findings of the study show the act replaces the importance of disability act has been cast upon to guarantee for individuals to make equal opportunity with disabilities in public accommodations, employment, transportations and other practices. Also, rights affecting LGBTQ people vary greatly by country or jurisdiction and an act constitute a national commission for minorities and to provide for matters connected there with incidental laws.

The moderator concluded the session by appreciating all the paper presenters, especially the students who took initiative to present the paper on a relevant topic. He also suggests that for the next time the papers or the studies can be much more empirical than conceptual. The session wound up by 7:30 PM with a vote of thanks proposed by Ms. Ms. Devika

Madhu.

Dr. Ipe Varghese head, department of social work BCM college Kottayam, and general secretary KAPS Kottayam, also invited the guest of honour Dr. Ravindra Ramesh Patil professor department of social work Jamia Millia Islamia, Delhi.

He spoke about three days of BHARATHION. He expressed his happiness on the fruitful discussion on development by the student community in these three days of BHARATHION. He appreciated professor Arya Chandran L who had coordinated the entire activities of BHARATHION, also congratulated the student committee of Bharata Mata for the dedicated effort made by them the members who had joined conference making it a grand success.

Dr. Ipe Varghese Hcial work BCM college Kottayam, and general secretary of KAPS Kottayam joined us for presidential address. He congratulated the professors, practitioners and coordinator for organizing. Then he added a paragraph that it was a great opportunity for Kerala association of professional social workers to associated with BHARATHION. He said the discussion took place during the BHARATHION was very vibrant and live. It was a great experience for him and other social worker practitioners. He appreciated the theme “Indian Social Work an Indigenous Approach to Development” for BHARATHION this year. He said we have our own life style system and rules on our country and legislation to address the social issues. And said our social work practice should be meeting the demands of our people. Indigenization of social work doesn't mean or aim to create some other stream parallel to social work. It is not the objective of indigenization. We should be presenting core values of social work and make them more fruitful in the Indian context that what we need to do. He concluded his speech by saying that this conference is a true representation of India as having different resource persons and participants from different region of India joined in the conference for same motive. He also reminded everyone to join fifth edition of Kerala social work student congress which will be online program and also spoke about national social council bill.

Guest of honor, Dr. Ravindra Ramesh Patil Professor Department of social work Jamia Millia Islamia, Delhi, spoke about particular need of indigenous social work since last few years. Curriculum adopted are west centered perspective or developed in European context after 1st and 2nd world war. They wanted to manage the kind of social issues which have come up because of industrialization. Academicians opinionated that we need to have a kind of practice which is culturally rooted in Indian context. After so many years people started

talking about Indian model of social work practice and curriculum based cultural practices. Social work curriculum has limitations to deal with problems of Indian society. Indigenization of social work, genuine need of having something which is culturally rooted in the society. Ms. Arya Chandran L, Assistant Professor BMSSW joined for Concluding remarks. She also gave a brief on the program that had conducted for the three days. Also, she thanked all speakers, paper presenters, participants who joined us on the BHARATHION-2021 conference.

Then Dr. Sheena Rajan Philip HOD of social work department Bharata Mata college and president of KAPS Ernakulam district was invited to announce the prize money for national level rap competition organized by Bharata Mata college. In association with betty app called “Shor” shades of resistance, were the 3rd runner up is Mr. Tarun from Delhi. 2nd runner up is T7R from Delhi. 1st runner up is Mr. Shlovij from Uttarakhand. And the first prize goes to Mr. Thadikkaran from Thrissur.

In the end Ms. Greeshma Sebastian, student coordinator of National Conference BHARATHION-2021 was invited to propose vote of thanks. She spoke about the challenges faced during this period in pandemic situation and also thanked the professors, conveners, department heads, speakers and participants for their support during the BHARATHION-2021. The ceremony came to an end at 8:20 PM

## FEEDBACK

BMSSW conducted a national conference, Bharathion 2021 on the theme ‘Indian social work an indigenous approach to development’ on 22nd, 23rd and 24th February 2021. The key speakers were Dr Jonas Richard A, Dr Alex Akhup, Dr Ramesh Kamble, Dr Abhishek Thakur, Fr Joyce James, Dr Jose Antony, Dr Toli Kiba, Dr Anjali Dhengle, Dr Pandurang Sontake, Dr Prabha Timre, Dr Noby Paul, Dr Anish K R, Dr Joy Prafful and Dr Ravindra Ramesh Patil. Around 180 participants took part in the conference each day. Out of this 100-150 responded through feedback forms and gave suggestions. 90% of the participants were students, academicians, practitioners, assistant professors, research Scholars and social workers also took part in the webinar series. About 50% of the participants opinionated that the topic selected for the conference was more relevant in the current scenario. More than half of the participants had good opinion about the technical sessions and time management of the webinar even though there was a little time lag in the third day. Even though there

were some technical issues, the technical committee managed it very well. Paper presentations were also good and content oriented. Participants shared great opinions about the ideas presented in the webinar and the knowledge shared by the resource persons. Participants responded that the major intake from the 1st and 2nd days of the conference was the insight into vulnerable communities of the societies like tribe's, differently abled, care givers etc, while the third day made them understand about the scope of practice in India. Some suggestions and comments put forward by the participants included time management and co-ordination of the organizers. Some respondents suggested that entertaining program in between the conference would have made it more attractive. Participants had opinion that more time should be allotted for paper presentations so that they could convey the idea effectively. Many appreciated the Initiative took by the college during the covid-19 pandemic. Even though the change from offline to online platform created ed some confusion among the participants

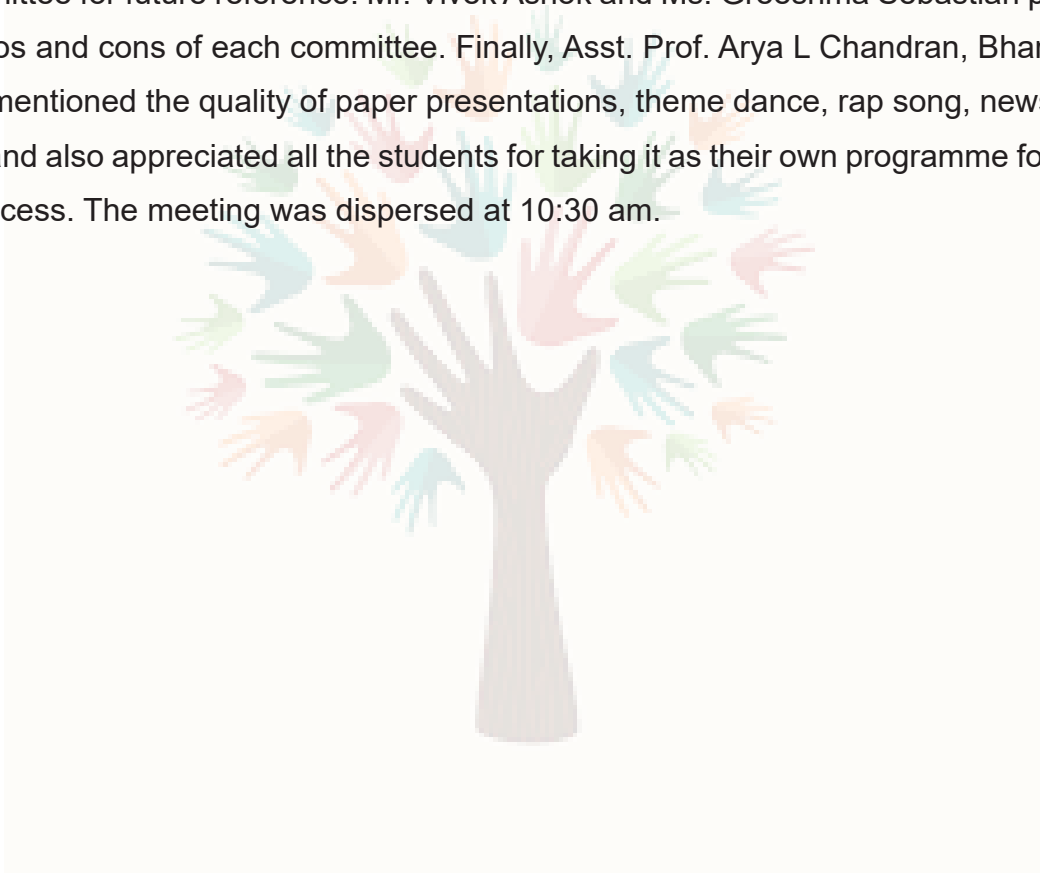
#### EVALUATION MEETING REPORT

On 8th of March 2021, the evaluation meeting of Bharathion 2021 National Conference on "Indian Social Work: An Indigenous Approach to Development was held at 9:00 am with the presence of Asst. Prof. Arya L Chandran, conference convenor, Dr. Elsa Mary Jacob, Asst. Prof Semichan Joseph, Asst. Prof Tony M Tom, student coordinators and the students from first and second year MSW classes. The agenda of the meeting was to evaluate the whole Bharathion conference from its initial stage to the end of the programme. Mr. Vivek Ashok, student coordinator welcomed all the faculty members and students to the meeting and invited each committee heads to share and evaluate the meeting.

Ms. Roselin Mary Benny, Ms. Krishnapriya Sudhakaran, Ms. Riya Mary, Ms. Sree Rekha K Zenith and Ms. Albitta Mary Avarachan from invitation committee said that no delegation of work from one after the other after half completion will be better, unavailability of numbers affected the invitation, high fees charge affected the number of registrations, and strategy of participating two people should made mandatory for each invitation committee to make the programme more successful. Mr. Sivaprasad, Mr. Basil, Mr. Jospeh, Ms. Jewel, Ms. Devika and Mr. Aswin pointed from programme committee pointed out the technical issues occurred, and limitation of clarity of inaugural ceremony. From technical committee, Mr. Praisson, Mr. James, Mr. Amal and Ms. Filjiya made their opinion on the unsatisfaction of using

Zoom platform, need of a backup plan and more participation for the sharing of posters, video etc. through social media to get more reach. Ms. Akhila, Ms. Anjali, Ms. Sandra, Ms. Meenu and Mr. Shahzaman shared their experience while working with the committees. All the represented students from the committee shared appreciated the co-ordination and success of the programme.

Programme committee in-charge, Dr. Elsa Mary Jacob and Technical committee in-charge Asst. Prof. Tony M Tom lauded the success of the programme by highlighting the mutual support, team work without conflicts and the coordination. Asst. Prof. Semichen Joseph, documentation committee in-charge added the need for critical evaluation rather than appreciation and suggested the need to prepare a written document for challenges faced by each committee for future reference. Mr. Vivek Ashok and Ms. Greeshma Sebastian pointed out the pros and cons of each committee. Finally, Asst. Prof. Arya L Chandran, Bharathion convenor mentioned the quality of paper presentations, theme dance, rap song, newsletter, speakers and also appreciated all the students for taking it as their own programme for making it a success. The meeting was dispersed at 10:30 am.



## *Spss Workshop*

Date : 08/03/2021-09/03/2021

Time : 9:30 am to 4:30 pm Venue : Google meet platform

Members present : Dr. Anish K R, and 2nd year students of Bharata Mata School of Social Work, Thrikkakara

A two-day workshop on Statistical Package for Social Sciences (SPSS) was organised by BMSSW on 8th and 9th of March 2021. The workshop was taken by Dr. Anish K R, Dr Anish has 22 years' experience social work practice, research and teaching. He works with Rajagiri College of Social Sciences as Assistant Professor. He offers his consultancy and training services in the areas of Research Methodology and SPSS, Counselling etc.

At the start of the session, sir enquired about types of researches, types of data, methods and tools used for research to interact with the students. He conveyed that SPSS is not a complex software and that it can easily be understood and practiced. Sir briefed that SPSS can analyses and better understand your data, and solve complex business and research problems through a user-friendly interface. It also can understand large and complex data sets quickly with advanced statistical procedures that help ensure high accuracy and quality decision making. One of the students was asked to handover their data so that he could demonstrate it to the class. The students were asked to follow up the steps using their own data. We started from the basics on the first day. Measurement levels are types of variables that tell you how they should be analysed. There are 4 types: nominal variables, ordinal variables, interval variables and ratio variables. The students were asked to share their hypothesis regarding their research and he explained what a null hypothesis is. A null hypothesis is an exact statement about a population that we try to reject with sample data.

The opening sheet is called data view and always displays our data values. An SPSS data file always has a second sheet called variable view. It shows the metadata associated with the data. Metadata is information about the meaning of variables and data values. Then we were taught how to convert a numeric variable into a string variable and vice versa. We did code to simplify the data. Sir taught us how to check the frequencies of all variables, how categorical variables have been coded, the minimum and maximum values and number of missing observations. He added on that this is a good way to identify any outliers and potential mistakes in the dataset.

The session further explained that managing data in SPSS included Importing data from

Excel to SPSS, Inspecting your data, Labelling your data and Sorting and merging data. We moved on to data analysis where we could use descriptive statistics from analyze, to calculate the average value of a data. The output window will hold a table with all statistics on all variables we chose. We could also calculate the mean, median and mode of the data using these options. On the second day we learned how to do various tests such as t-tests, chi-square tests, Anova, correlations and other association measures and regression. SPSS data can be saved as a variety of file formats, including MS Excel, plain text (.txt or .csv), Stata and SAS.

The workshop helped the trainees to gain an in-depth understanding on SPSS which will help in the future. It was a new learning and experience for the trainees. The session was really interactive and the doubts were cleared after each topic. There was an active participation from the students. The students Mr. Ali Ansif, Ms. Meenu Jayakumar, Ms. Roseline Mary Benny shared their feedback. The workshop came to an end on 9th of march at 4pm with a vote of thanks delivered by Mr. Praisson Alias



## *Counseling Workshop*

Date :- 30/03/2021- 31/03/2021

Time :- 9 AM - 4 PM

Venue :- Seminar hall

Resource person :- Dr. Rajeev SP, Asst. professor in Social Work at Rajagiri College of Social Science.

Members present :- Second year MSW students and Faculty members of Bharata Mata School of Social Work. The two day workshops on Counselling was organized by Bharata Mata School of So- cial Work from 30th of March 2021 to 31'st March 2021. The topic of the workshop was 'Counselling', which was taken by Dr. Rajeev SP, Asst. professor in Social Work at Rajagiri College of Social Science, who has been in teaching, research and practice of social work for 17 years and keenly interested in the outcome based- social work education, Citizen en- gagement, qualitative research, youth engagement, family resilience, social group work and disaster management. Dr. Sheena Rajan Philip, Head of the Department of BMSSW delivered the welcome note address.

The session started by dividing the group of 30 students into subgroups consisting of 3-4 members. The seminar hall were settled like a professional counselling setting for practice. Throughout the two day counselling sessions the subgroups were assigned to do activities together with their respective team members for getting an insight to deal with the client having a problem. The students formulated an operational definition for counselling which helped the resource person to understand the interest and knowledge of trainee's gained during their academics. The resource person started the session by explaining some problems faced by clients, key aspects in counselling practice, types of counselling, theoretical models, counselling process and 15 evaluation skills for engaging with the client. The resource person gave more importance to the evaluation skill and worked with the trainee's to practice the skills by solving some examples.

Counselling forms one of the main planks of social work practice and constitutes the chief mode through which social workers directly engage service users; it is considered to be the public face of the activity and is an integrative course of action between a client, who is vulnerable and who needs support, and a counsellor who is trained and educated to give this help. The practical aspects of the psychodynamic approach was a new experience for the trainee's to understand the core emotions of the client. The two day interactive sessions

with the resource person gave new insight to the trainee's to those who have keen interest in the field of counselling for their future growth and development in counselling settings and it modified the trainee's attitude to make a professionally bounded practice with the client. The workshop came to an end by the formal vote of thanks by Asst. Professor Semichan Joseph.

## *Theatre Workshop*

The street theatre workshop for the first year MSW trainees was conducted from 30th November to 04th December 2021. The program was held at BMSSW. The resource person for the workshop was Mr. Nazar P S who is the associate director of Visthar a secular organization in Bangalore.

### DAY 1

The theatre workshop started on 30th Nov by 7:00am. The session started with self-introduction, where the trainees introduced themselves through body signature and the group repeating along with it. The self- introduction was followed by a clapping game. After this session the trainees went for breakfast. After the breakfast, they had the next session which was a towel game where we created our own situations using a single towel. It was followed by a mirror game which was done in pair. This helped the trainees to foresee their partners' reaction and act according to it. It was an activity of coordination. After the mirror game the students dispersed for lunch. After lunch Nazar sir taught the students some folk songs. The next activity of the day was to create sounds according to a given situation like jungle and bus stop. It was followed by tea break. Later the students were encouraged to do a pick and speak session where they picked a topic and spoke about in spontaneously. This was to overcome the stage fright which most of the students experienced. The day concluded with a feedback session from the trainees.

### DAY 2

The 2nd day started with yoga and breathing exercise. This was followed by sound practice where the students were taught basics of Carnatic music. Then they were dispersed for breakfast. After breakfast they played a game- bone and dogs- where they practiced alertness, concentration and strategical thinking. Later they were introduced to the basics of

street play. The students were divided into three groups and were asked to prepare a street play according to their own creativity within 20 minutes. Later Nazar sir taught them how a story is evolved. Then the students went for lunch. After lunch the students were given a storyline and was asked to develop the story out of scratch where they continued one after the other. After the tea break, the students performed the skit that they created the last day. Each group were evaluated by the others. Sir taught them how they should criticize their companions only after appreciating for what they have done. The last session of the day was pick and speak, where they were given different topics and they had to create a story out of it which had to connection to the topic. Basically, they were asked to build a story on lies. The day was ended with a feedback session by the students.

### DAY 3

The 3rd day started at 7 AM with physical exercise followed by sound practice and facial exercises. After the session they went for breakfast. After breakfast the students worked on their acting skills on the skit, they created the previous day. They presented the skit again and points of improvements were worked on. Sir gave the trainees suggestions on the improvement and more things to add. Then they dispersed for lunch. After lunch the next session was clay modeling. The students did the clay modelling using their companions. They also created situations and made alterations to it step-by-step. After the clay modeling session, the next activity was trust game. After the trust game they were given a small tea break. Soon after, the coordinators of BeFORE, an outreach by BMC, took a class on the Jal Jeevan Mission. After that the students and sir danced continuously about an hour to different kinds of music. This was done in order to improve their stamina. After that they did a few relaxing exercises including Savasana. The session ended by 7:15 PM with the feedback session.

### DAY 4

The 4th day started at 7 AM with physical exercise and sound practices. It was followed by breakfast. By 10 AM, the students were given some lesson on acting improvisation. Students were made to perform the same dialogue in different expression and voice modulation. The full day went by through rehearsal of the skit and in between the trainees visited

the area where they were supposed to perform the street play on the next day. The students presented their skit once again for practice and improvement. The day closed with feedback session.

#### DAY 5

The 5th day was the final day of the workshop where the trainees had to present the street play in public. After the warmup session and lunch, they did another rehearsal and did the final rehearsal in front of the faculty teachers. After the lunch they went to Kollamkudimukkal in order to present the play. The students presented three plays in the street. They received excellent feedback from the public. After the presentation they went back to college and then we had an evaluation and concluding session and then the students bid farewell to Nazar sir.

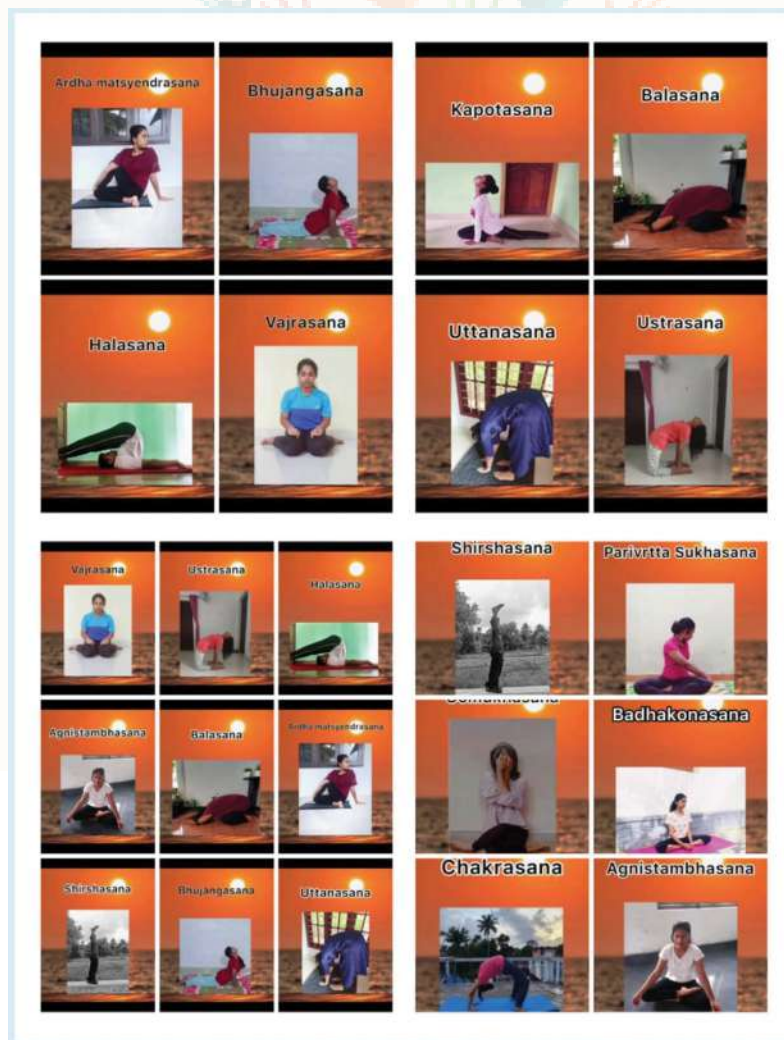


## Day Observations

### June 21- International Yoga Day

Date and Time : 18/06/2021, 3:00P M Number of Participants: 60

Brief Report: On 18th June 2021, the first year M.S.W trainees held a meeting via online mode, Google meet to discuss regarding the program to be conducted on International Yoga Day. The meeting was started at 3 p.m. everyone shared their thoughts on the events to be held on the day of yoga. Trainees decided to make video that highlights the importance of yoga. This video is about how yoga can help improve a person's mental health. Finally, trainees decided to collect a photo of each trainee doing a pause of yoga and its benefits and make a video. Ms. Princy Francis was selected as the co-ordinator of the programme. Then the meeting ended at 4 p.m.



## May 31- World No Tobacco Day

DATE: 31/ 05/2021

On 31st May 2021, the first year MSW trainee Mr. Basil K Varghese took the initiative to co-ordinate the program to be conducted on World No Tobacco Day. Through conference call contacted other trainees. Finally the trainees decided to create an awareness video about no tobacco on that day. The video has only one part, where the pictures of trainees showing placards about the side effects of tobacco. The main aim of the video is to convey messages about the side effects caused by the usage of tobacco. By creating an awareness video like this, trainees hope that at least some of the people may change or reflect on themselves and stop the usage of tobacco. The social work trainees collected the pictures. Mr. Basil K Varghese, the first year social work trainee made an awareness video.

The video was approved by the Head of the Department and the trainees were asked to share it maximum. The video was uploaded to the official Instagram and Facebook page of MSW Department and also on the YouTube channel. The video created was shared by the trainees in their social media accounts. The faculties and the Second year social work.



## June 19-Reading Day

Date: 18/06/2021

Platform: ONLINE MODE (GOOGLE MEET)

On 18th June 2021, the first year M.S.W. trainees held a meeting via online mode, Google meet to discuss regarding the programmes to be conducted on reading day. The meeting was started at 3 pm. The trainees shared their valuable opinions on programmes to be conducted.

Finally, the trainees had decided to conduct a discussion about their own reading experience in the club house platform. Any person can share their reading experience in the platform. The trainees decided to make a poster regarding this programme, and also decided the time.

Mr. Goodwin Jose was selected as the moderator of the programme and Ms. Princy Francis and Ms. Taniya P.Joy , was selected as the coordinator of the programme . The meeting was wound up by 4 pm.



## *Oikos' 21 - Time For Better Care; Time For Better Restoration*

Oikos'21- Time For Better Care; Time For Better Restoration, a webinar organised by the social work trainees of Bharata Mata College, Thrikkakara on June 12 in Google meet platform at 10 AM. It was to provide information regarding three important days of the month, Environment Day, Food Safety Day and Ocean Day. The webinar was attended by more than 150 participants.

The program planning started on June 2nd 2021. The social work trainees conducted a meeting via Google meet where 20 were present. In the meeting, Juwel and Safrin volunteered to be the coordinators of the program. Then different Committees were formed namely, Programme, Technical, Finance, Documentation and Communication. Individuals for emcee and poster making as well as for handling Social media were decided



BHARATA MATA SCHOOL OF SOCIAL WORK, THRIKKAKARA

# Oikos'21

TIME FOR BETTER CARE ; TIME FOR BETTER RESTORATION

## THE SUCCESSFUL JOURNEY OF A FARMER

**Mr. ROBERT THEKKEKARA**  
FARMER

11 YEARS OF EXPERIENCE IN ORGANIC FARMING  
KERALA DEPARTMENT OF AGRICULTURE  
AWARD WINNER FOR BEST FARMER IN  
ERNAKULAM DISTRICT, 2020

 **GOOGLE MEET** **JUNE 12 10 AM**

Environment day | Food safety day | Ocean day

\* E-certificate will be provided

# OIKOS 2021

DATE: 02/062021

On the first day of meeting the trainees came with ideas on what to conduct for the Environment Day, Food Safety Day and Ocean Day and came into a decision on conducting Elocution competition which should connect all three topics. The trainees came up with the idea of Plant a tree challenge to be conducted on June 5th. The last for submission of videos was decided along with the matter of webinar to be conducted on 12 June 2021. The meeting came to an end by 12: 30. By the end of the day the trainees decided the name and theme for the program and the posters were done for circulation.

DATE: 03/06/2021

The second meet was conducted on 3 June at 10:30 am via Google Meet. There were 24 trainees present. The meeting was started by the coordinators welcoming everyone. The first discussion was about the change of plans on plant a tree challenge to hug a tree, #promisetoprotect. The email id to which the pictures for the hug a tree challenge was created and the dead line was decided as well. The trainees came into a decision on the guidelines of the elocution. The resource person for the webinar was arranged with the help of the faculty Asst Professor Semichan Joseph and the coordinators asked the communication committee to know further about the arrangements to be made for the resource person to go on with the seminar. The resource person for the day is a Farmer, Robert. T, The matters regarding invitation and certificates were delegated to communication and technical committee. The time for the event was decided, 10 AM on June 12, Saturday. The meeting came to an end by 11:15 AM.

DATE: 05/06/2021

The third and final meeting was conducted on Environment Day, June 5 2021. The hug a tree challenge video was posted on all Social media platforms by the trainees handling Social media. The meeting commenced at 4 pm via Google meet. The coordinators thanked everyone who contributed to the hug a tree video and the ones who worked hard to make it a success.

The decision on conducting a trial run before the webinar was discussed in the group by the coordinators and the trainees agreed on 3 PM, on the day before the Webinar is being conducted.

DATE: 11/06/2021

The trial run was conducted on June 11, at 3 PM on Google Meet. The faculties attended the mock test along with the trainees. Asst. Professor Arya L Chandran gave suggestions on the changes that had to be made in the scripts of the emcees and on how the Resource person had to be addressed. Dr. Sheena Rajan Philip, the HoD suggested about having a moderator from second year social work trainees. She also put forward the suggestion of having Malayalam as medium of language for the whole webinar. Ms.Sreerekha, the second year social work trainee agreed to be the moderator for the day. The meeting came to an end by 4 PM. A second trial run was conducted at 9:30 pm. The changes were made by the emcees on the script and the moderator Ms.Sreerekha was present for the trials. Asst. Professor Arya L Chandran enquired about how the streaming will be done on YouTube and how the questions from YouTube will be shared to the moderator. Ms.Bijunu and Ms.Amitha were appointed on collecting questions and translating all the questions to Malayalam. There were slight issues on the YouTube streaming and the technical committee was forced to look for the solutions. The meeting came to an end at 10 pm. A WhatsApp group was created for the participants by Ms.Abhaya K A with the help of 5 other trainees. A final trial run was conducted with everything figured out by the trainees at 11:15 with 5 trainees including the coordinator Ms.Safrin. The final trial run was successful and came to an end by 12:15 AM.

DATE: 12/06/2021

June 12 2021, Oikos21, webinar started at 10 am via Google meet more than 150 participants along with the dignitaries and teachers and participants. Ms.Devika started the webinar by inviting Dr.Sheena Rajan Philip, HoD of Bharata Mata School of Social Work for the welcome Adresses. Later on Rev Fr Dr Abraham Oliyapurath, Rev Fr Mathew Karthanam and Dr Shiny Palatty gave felicitation and welcomed the resource person Mr Robert Thekkekara.

Mr Robert Thekkekara, a young dynamic farmer who with his unique farming techniques, has become an inspiration to the fast moving society. The master brain behind the organic rice brand TK Kathir, which is promoted by our Industries Minister P Rajeev, He is also an awardee for this year's Best Organic Farmer from Organic Kerala Charitable Trust, he has received the Award from Hon.CM Pinarayi Vijayan. Mr. Robert Thekekkara gave an interesting session and shared his experiences and also discussed about how important it is to promote farming. He also shared about different types of farming namely, Natural, Organic, traditional and business farming.

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DATE: 12/06/2021

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## EVALUATION

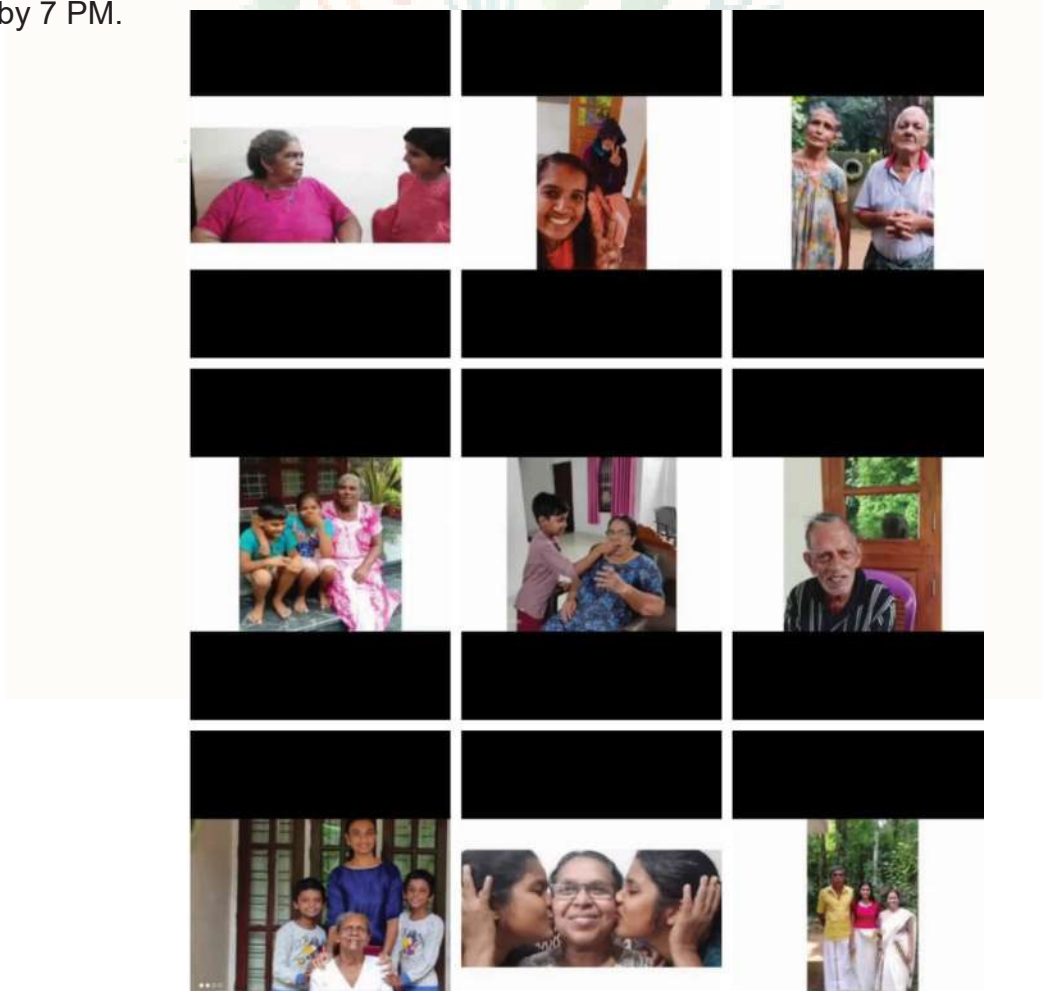
The evaluation meeting began just after the webinar with all the faculties present, the coordinators and the trainees. Ms. Juwel started the meeting by thanking the trainees and faculties for efficient coordination effective working which led to success of the webinar. Later on she called out trainees representing each committee for the evaluation feedback and suggestions. Program committee was the first go followed by Documentation. Everyone shared their suggestions and pointed out backup should have been arranged for the moderator in case of mishappening. Ms. Filjiya Joseph shared about how we should've provided information about the language used in the Webinar. Ms. Anitha Mary shared about how everyone in the class played their part for making the program a success. The faculties, Dr. Elsa Mary Jacob congratulated everyone for the success of the program. Dr. Sheena Rajan Philip critically evaluated the program. She shared about how important it was to give a specific amount of time for the speakers so that the program would've been more managed and the matter of having a backup was discussed. She also put forward that this program should be a beginning to a lot of good initiatives and to not be on cloud nine. Asst. Professor Semichan Joseph asked to consolidate the whole meeting to publish it in the newspaper. Asst. Professor Arya L Chandran shared the creation of WhatsApp group should have been done earlier and congratulated on the efforts of everyone. The meeting came to an end by 1:45 PM.

## CONCLUSION

Oikos21, the webinar was having more than 150 participants from feedbacks it was understood that the webinar was interesting and provided new information to the participants. Mr. Robert Thekekkara, share the importance of practicing organic farming in the contemporary world. The program promoted the importance of protection and care for our Mother Nature, and how Restoration is important in this generation where the resources are being exploited. The participation in hug a tree challenge and elocution is evident that everyone have the perspective to bring about a change in the world.

## June 15- World Elder Abuse Awareness Day

On 13th June 2021, the first year M.S.W. trainees held a meeting via online mode, Google Meet to discuss regarding the program to be conducted on World Elder Abuse Awareness Day. The meeting was started at 6 PM. The trainees shared their opinions and ideas regarding the programme to be conducted. After discussion, the trainees had decided to create an awareness video about elder abuse. The video has mainly two parts, where the first part is all about the newspaper cuttings, news video clippings regarding the elder abuse which will have been taken from valid resources and the second part is about several video clippings from grandparents of the trainees, in which they will be asked to share what happiness is meant for them. The video is trying to convey the message that many of the people might fail to give those 'little big things', to their parents. By creating a video like this, trainees hope that at least some of the people may change or reflect on themselves and stop abusing elders. Ms. Abhaya K A was selected as the coordinator of the programme. The meeting was wound up by 7 PM.



## *June 26- World Drug Abuse Awareness Day*

PLATFORM: ONLINE MODE (GOOGLE MEET)

On 13th June 2021, the first year M.S.W. trainees held a meeting via , Google Meet to discuss regarding the program to be conducted on World drug Abuse Awareness Day. The meeting started at 6 PM. The trainees shared their valuable opinions and ideas on events to be conducted. Finally, the trainees had decided to create an awareness video,a short film about drug abuse on that day.

Fr.Sharmin arranged shooting permissions in the Dehon Vidhya Sadhan seminary Aluva. Trainees living near to the location were selected for acting, and in the meeting it was decided to start shooting of the short film from the very next day and to release it on the drug abuse day. A committee was formed for the short film and they were given the responsibility of promotion of the video. The members in the committee were AnnMaria Joge, Fr.Sharmin Jose Y, A.S Gayathry, Princy Francis, Svetha Krishna V.B. all members were instructed to arrive in the location by 9 o'clock in the morning. Ms. Annmariya Joge and Fr.Sharmin were selected as the co-ordinators of the program .In the meeting it was decided to participate in the Nava Madhyama Pracharana Malsaram conducted by Social Justice Department as a part of outreach Nasha Mukth Barath Abhiyaan. As a part of this the trainees decided to conduct various programs through out the month. Some of the Suggestions were :- Caption making competition, letter writing competition- (how to prevent drug abuse or interventions best 2 select W social media), reels competition, speech competition. The meeting was wound up by 7 PM.

DATE: 27/06/2021

A meeting was organized by the coordinators on google to review the feedbacks and to make further proceeding. In the meeting it was decided to conduct a poster campaign for creating awareness about the harmful effects of drugs and other substances. Each day a new poster has to be created by a trainee, according to th. The poster so made will be published in the social media accounts. The meeting also decided to form committees for organizing the competitions as per planed and selected members to each committee.

DATE: 14/06/2021

The social work trainees collected the articles, newspaper cuttings and news from valid resources related to elder abuse in India. The grandparents of social work trainees were asked a question that what happiness meant to them? and their answers to the question were recorded as a video. Ms. Filjya Joseph, the first year social work trainee combined both parts and made an awareness video.

DATE: 15/06/2021

The video was approved by the Head of the Department ,and the MSW trainees shared the video via online platforms. The video was uploaded to the official Instagram and Facebook page of MSW Department and also on the YouTube channel. The video was also shared by the trainees in their personal social media accounts. The faculties and the Second year social work trainees gave good feedback about the video.

DATE: 24/06/2021

The social work trainees reached the location on correct time the trainees got help from Fr. Prince and two of his assistants who are professional film makers and youtubers. The script was prepared by Swetha Krishna V.B. The shooting commenced at 10 A.M and pack-up was at 3 P.M. The editing was done by Fr.Prince under the direction of co-ordinators. The shortfilm was named 'Aruthu'

DATE: 25/06/2021

The video was approved by the Head of the Department and the trainees were asked to share it. The trailer video was uploaded on the official youtube channel of the department and shared through various social media platforms and official pages of MSW Department. The video was shared by the trainees in their personal social media account.

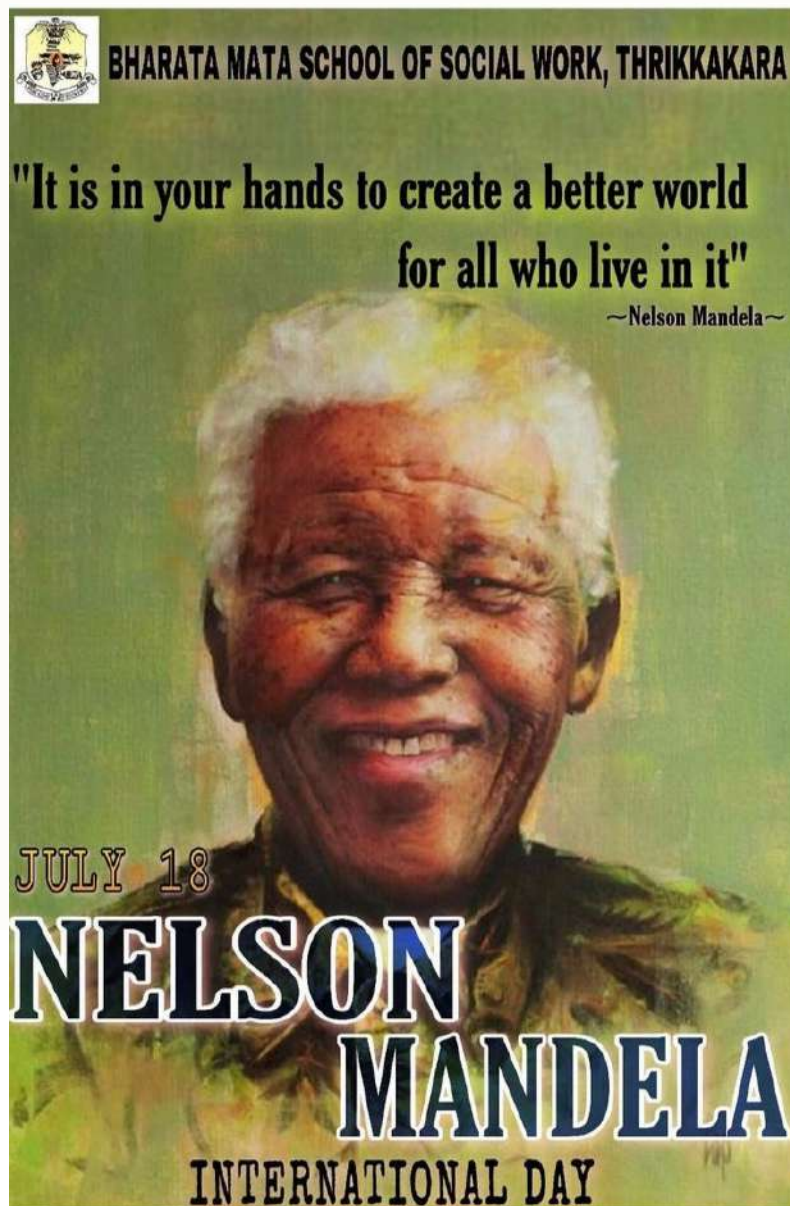
DATE: 26/06/2021

The Shortfilm was uploaded to the official youtube channel by 10.30 AM. The link was shared through the official social media platforms of the department and the personal account of trainees. It reached thousand views in 12hours.

## ***Nelson Mandela International Day***

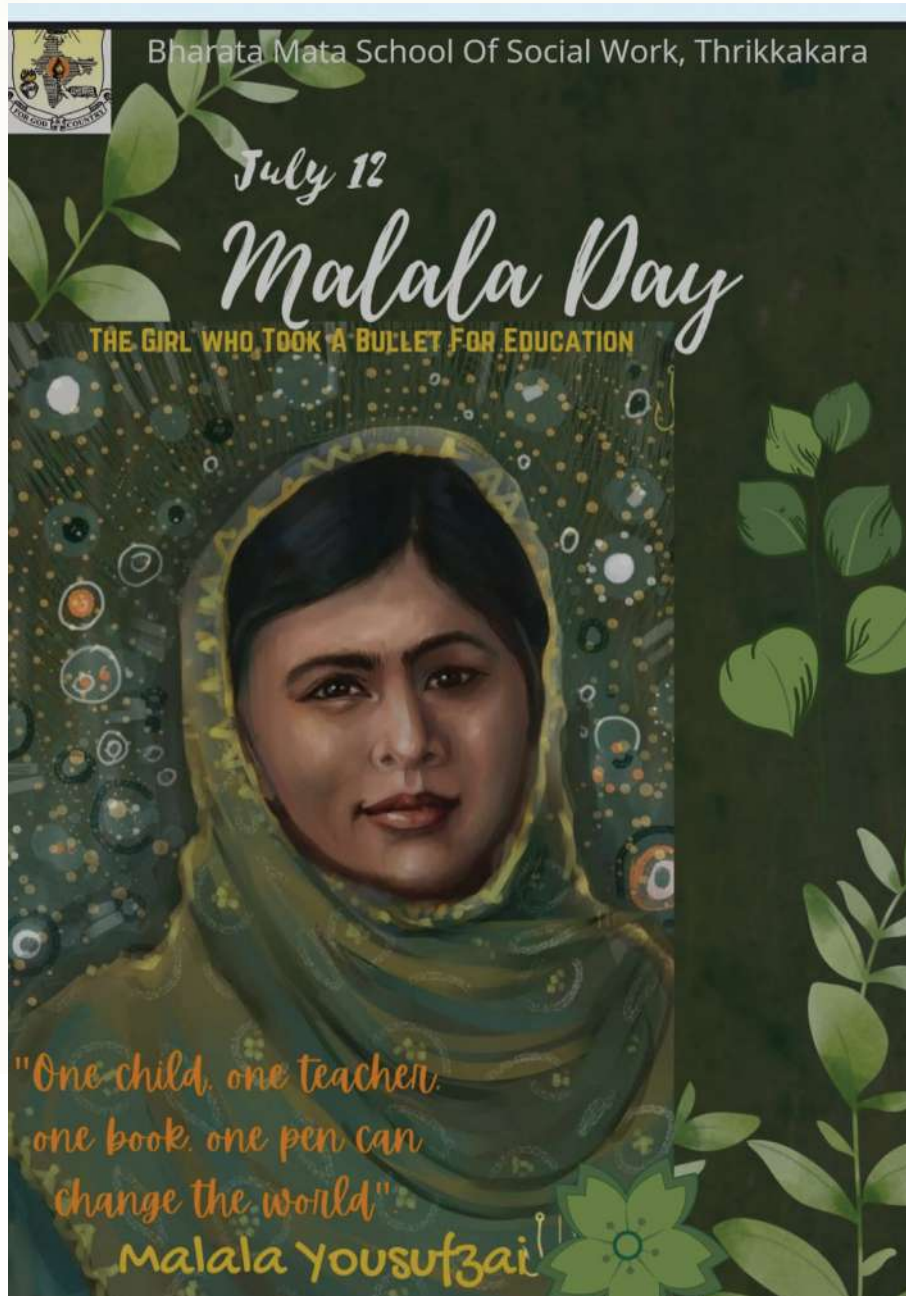
Date: 18.07.2021

The first year MSW trainees of BMSSW conducted a meeting on 17th July via Google meet to discuss about the Nelson Mandela International Day. Since the students were already Occupied with Nasha Mukth Bharat Campaign, the trainees decided to do a poster for the Nelson Mandela Day on July 18th. Ms. Filjiya Joseph, was selected as the coordinator for the day and the trainee was assigned to create the poster. The poster was created on 17th July and after the approval of the teachers, it was uploaded on social media platforms on 18th July 2021 at 9 am.



## ***Malala Day- 11th July, 2021 At 3:00pm***

Malala Yousafzai day was planned to be celebrated by creating a poster. The planning was done 11th July via google meet . 21 trainees were in the present and the meeting came to an end at 3:30 P.M.The duty for creating poster was assigned to Ashna Dennis and and Joseph Wilson .A poster was created and with permission from the department the poster was circulated via social media platform



## *Thrive With Pride*

An interactive session with the key speakers from the LGBTQIA+ community.

Date: 27/06/2021 Venue: Google meet

The teachers and trainees of BMSSW joined Google meet by 2:55 pm. By 3:05 pm, Ms. Devika Madhu started the session by giving an Introduction on Pride month and the key speakers from the LGBTQIA+ community. The speakers of the session were- Smt. Syama S Prabha, Smt. Vasuki Krishna and Mr. Anas N S

After the Introduction, Ms. Devika Madhu invited Mrs. Arya L Chandran, Assistant professor of BMSSW, for the felicitation. The session was then handed over to the moderator of the event, Ms. Isha Elizabeth Tomy. She welcomed the key speakers to share their views . The first talk was given by Smt. Vasuki Krishna, who is an Actress, Model and she is also the first transgender student in MG College TVM, Member of Dale View Transgender Suraksha Project (Kerala AIDS Control Society) ORW. She addressed about various problems faced by the people of the LGBTQIA+ community, especially in the educational settings.

Even though she doesn't feel any inequality among her friends from college, there are still many problems associated with the laws and rights for this community. She also mentioned on how important it is to stay strong as they are considered different in the society.

The next resource person to talk was Mr. Anas N S, Ph.D. Student at Kerala University, also the Vice President of Queerhythm LGBTIQ community, a community-based organization. He talked about how the queer community is being oppressed and also mentioned the wrong representation of transgenders in movies.

The final talk was given by Smt. Syama Prabha, State Project Officer at Transgender cell (Department of Social Justice, established under state TG policy), Secretary of Queerhythm LGBTIQ community, a community-based organization. She speaks about the oppression and obstacles faced by this community and how gender does not lay in one's physical appearance and also explained the concept 'Gender is not a choice'.

After the talk by the key speakers, It was Q&A session. It started by 3:35 pm. Teachers and students actively participated and clarified their doubts regarding their community and its people. The speakers shared their experiences and struggles they faced within their families and the society when they were coming out and the conservative ideologies that still exist in the society.

**BHARATA MATA SCHOOL OF SOCIAL WORK, THRIKKAKARA**

# THRIVE WITH PRIDE

DONT EVER BE AFRAID TO SHOW OFF YOUR TRUE COLOURS



**Date : 27 June, 2021**  
**Time: 3:00 pm**  
**Language : Malayalam**  
**Welcoming you all to join us!**



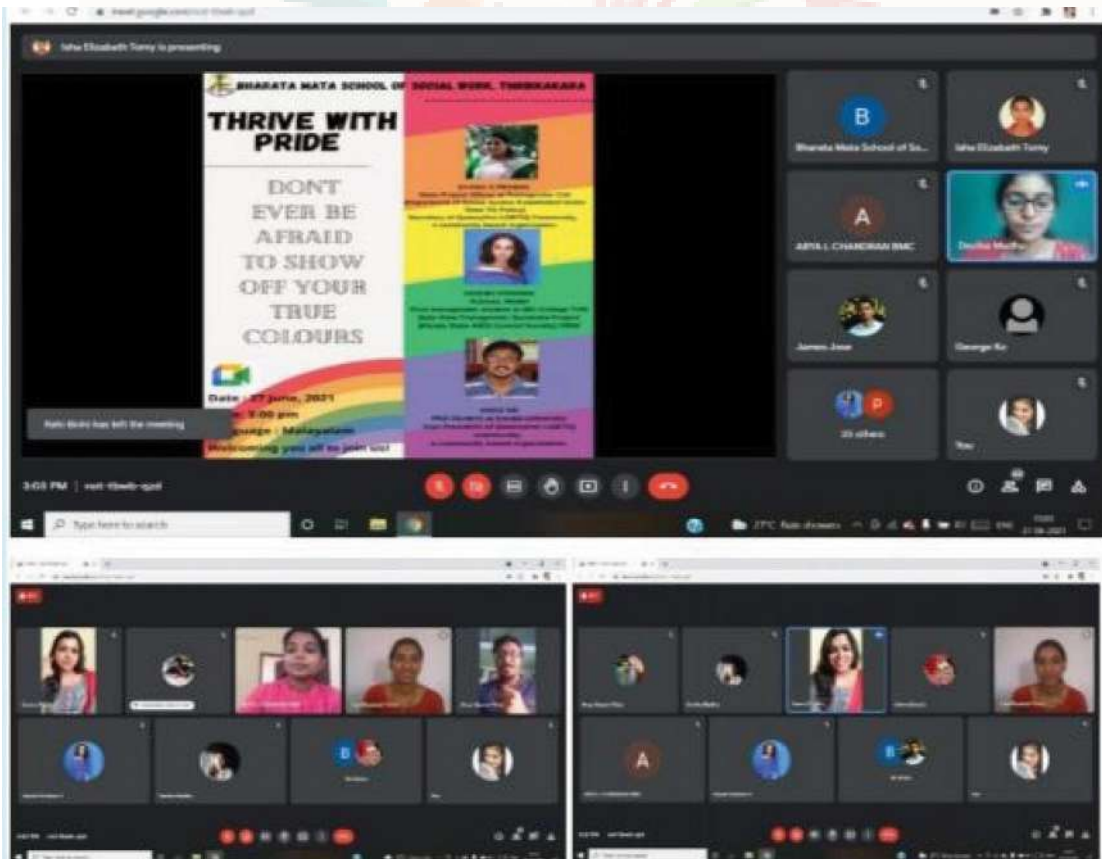
**SYAMA S PRABHA**  
 State Project Officer at Transgender Cell  
 (Department of Social Justice Established Under State TG Policy)  
 Secretary of Queerhythm LGBTIQ Community,  
 a community based organisation.



**VASUKI KRISHNA**  
 Actress, Model  
 First transgender student in MG College TVM  
 Dale View Transgender Sureksha Project  
 (Kerala State AIDS Control Society) ORW



**ANAZ NS**  
 PhD Student at Kerala University  
 Vice President of Queerhythm LGBTIQ  
 community,  
 a community based organisation.



After the Q and A session, the vote of thanks was delivered by Ms. Bijunu Johnson, coordinator of the programme. The session winded up by 4:40 pm.

## ***Suicide Prevention Among Adolescence And Youth***

The social work trainees of BMSSW conducted a session on “Increasing Suicides among adolescence and youth” the resource person of the session was Dr. Reena Thomas, Clinical Psychologist Practicing in Modeor Hospital, Dubai. The session began at 11 A.M on 14th of September via Google meet. The session came to an end by 1:15 P.M.

The social work trainees and teachers joined the meeting at 10:50 A.M and the meeting commenced with a prayer by social work trainee, Ms. Ashna Dennis and the welcome address was delivered by Mrs.Sandhya . Mrs. Reena Thomas started her session by introducing herself and her profession and how she finds comfort in helping others. The session went on by ,sharing her experiences and events that she came across as a clinical psychologist. She talked about the tendency of parents to compare their children with others which shouldn't be happening. She also shared how each person is unique and should be appreciated for the person they are. If a girl or a boy is not good in her studies that doesn't necessarily mean that she or he is worthless. They might have some other area where they will have their expertise on and the parents should find it and motivate them.

Dr. Reena then introduced two of her clients who volunteered to speak about what they have been through and how her treatment has helped them to get past their suicidal tendencies and negative thoughts. They shared how hopelessness , isolation or the feeling of being left alone can create suicidal ideations. Dr. Reena then talked about five vital points that everyone should keep in mind.

- \* Willingness and determination in thinking
- \* Optimistic in thinking
- \* Realistic in thinking
- \* Self-esteem in thinking.

The clients being a boy and girl. The boy talked about how the beauty of life lies in finding purpose and how it's okay to feel lost for a while. It is the journey of finding ourselves makes live worthwhile. The girl pointed out that therapy is a two way street, we can't expect the doctor to do everything. Both the client and doctor have equal role in a therapy. In the process, having a support is an integral part and patience is required to sit back and listen to

the problems. She also pointed out how we should never compare the conditions or pain they have with ours. The participants were allotted time to ask questions regarding the topic, where a few of some of them raised questions and was answered by Dr. Reena and Mrs. Sandhya and Mrs. Sissy Sasidharan. Dr. Reena thanked the whole team for inviting her for the program and concluded the session by presenting a video. The vote of thanks was given by Mrs. Sissy Sasidharan counsellor at Bharata Mata College, Thrikkakara.

**Sakhi**  
One Stop Centre

**SAKHI ONE STOP CENTRE, ERNAKULAM**  
In Collaboration with  
**COUNSELING CELL, BHARATA MATA**  
**COLLEGE THRIKKAKKARA**

Invites you to a Webinar on

**'Increasing Suicides among**  
**Adolescents & Youth'**

**REENA THOMAS**  
Clinical Psychologist  
Medeor Hospital, Dubai

**JOIN US ON**  
**GOOGLE MEET**  
**14th, Tuesday**

Outreach activity : Ottamasheri Campaign Date and Time : 21/05/2021 Venue:  
St. Joseph Church, Ottamasheri

Members Present: Dr. Sheena Rajan Philip (Head, Department of Social Work)

Asst. Prof. Tony M Tom (Faculty, BMSSW)

Mr. Samson Anjeliparambil (Director, Alappuzha Diocesan Society) Fr. Jose Raju Kalathil  
(St. Joseph Church)

Mr. James Jose (Social work trainee, BMSSW)

Mr. Amal Dev M (Social work trainee, BMSSW)

Mrs. Sreelakshmi V.S (Social work trainee, BMSSW)

The unexpected occurrence of “Tauktae Cyclone” along with the tremendous and uncontrollable spread of COVID 19 virus resulted in causing devastating effects on the lives of people residing in the coastal areas of Ottamasheri, Cherthala, and Alappuzha. Huge sea waves barreled dangerously into the tiny houses of COVID battered fish workers resulting in the complete damage of around ten houses at Ottamasheri in Kadakkarappally Grama Panchayat. The poor families were forced to shift temporarily as it became unable to live within their houses which were completely filled with sea water. (Hindu, 2021). During this period, the Social Work Department of Bharata Mata College, Thrikkakara initiated a campaign coordinated by Mr. Krishnakumar I P, which served as a helping hand towards the disaster affected natives of Ottamasheri. The campaign organized was in collaboration with Kerala Association of Professional Social Workers Ernakulam chapter was carried out during 17th, 18th & 19th May 2021 was aimed at providing financial support to the disaster affected families of Ottamasheri Panchayat. The fundraising was made possible through initiating a 10-rupee challenge, the posters for the challenge were circulated among people through using social media platforms. A total amount of Rupees Forty one Thousand Six Hundred was collected. The amount gathered through the challenge was used to buy food packets and grains, masks, sanitizers, sanitary napkins, and other stationary materials and were distributed to the needy people, identified through the linkage of “The Alleppey Diocesan Charitable and Social Welfare Society” at St. Joseph Church. On 21st May 2021, Dr.

Sheena Rajan Philip, Head of Social Work Department, Asst. Prof. Tony M Tom, Alleppey Diocesan Charitable and Social Welfare Society, Director Dr. Samson Anjelipparambil hand overed the materials to Fr. Jose Raju Kalathil, St. Joseph Church.

#### Collaborations

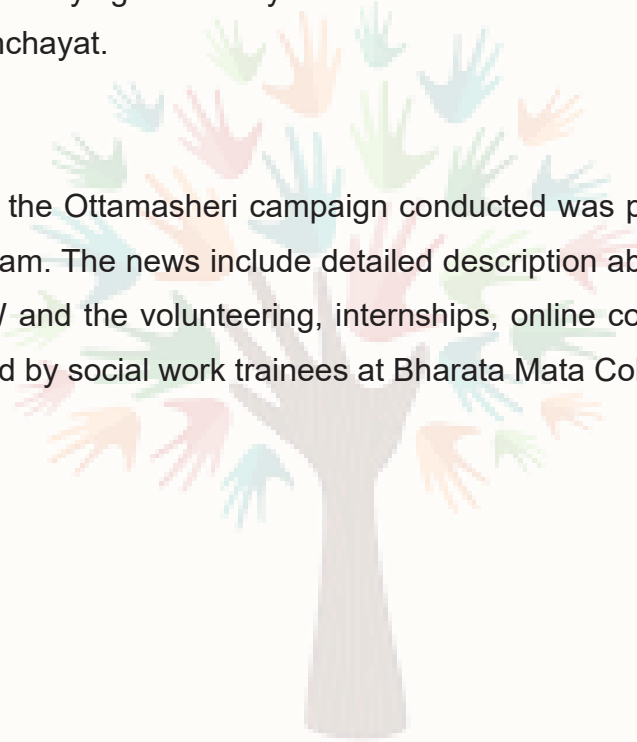
The money was transferred through using the online platforms via Google pay and Paytm. Ms. Akhila P Mony & Ms. Riya Mary, Social work trainees of Bharata Mata School of Social Work were in charge for collection of the money.

#### Output

Within the three day 10 rupee challenge initiated , a total amount of Rs. 41, 600 were collected and was used for buying necessary materials and was distributed to the needy ones of the Ottamasheri Panchayat.

#### News Reports

News report regarding the Ottamasheri campaign conducted was published on the online news media of Mangalam. The news include detailed description about the campaign conducted by the BMSSW and the volunteering, internships, online courses and other major activities that is handled by social work trainees at Bharata Mata College



## *Agneyam 2021*

BMSSW, Thrikkakara conducted 'AGNEYAM 2021', Vidyarambham program of the 17th MSW Batch of BMSSW. Assistant Professor, Dr. Elsa Mary Jacob was the faculty program coordinator. Student coordinators of the program were, Ms. Osheen Jaison and Ms. Ashly Sabu. The program venue was the BMIM hall (Bharata Mata Institute of Management). All faculty members, second year MSW trainees, and first year MSW trainees along with their parents were present at the programme. Refreshments were provided for all, at the Management Mess Hall. Dr. Sheena Rajan Philip (Head of the MSW department, BMSSW), Rev. Dr. Abraham Oliyapurath (Manager, Bharata Mata College), Rev. Dr. Joy Ainiyadan (Synchellus, Major Archbishop's House, Ernakulam), Dr. Jose Antony (Head of the MSW Department, Sree Sankaracharya University of Sanskrit, Kalady) were the dignitaries of the programme. The programme started sharp at 10.30 am with a prayer by second year MSW trainee, Ms. Manasa Babu. Later on, Dr Sheena Rajan Philip, Head of the MSW department of BMSSW, delivered the welcome speech gave the message "A journey of 1000 miles start with a single step", she welcomed the 17th batch of MSW. Then, Rev. Dr. Abraham Oliyapurath, manager of Bharata Mata College, delivered the Presidential Address. He said "If a drop of water falls in a lake, it will have no identity, if it falls on a drainage, it becomes waste water but if it falls on a leaf, it shines like a pearl". We all need to choose the best place where we can shine. He assured the students that they have come in the right place and to work hard for their success. He also made the students remember about the importance of achieving best academic scores while engaging with all other extracurricular activities. After the presidential address, all the dignitaries and the faculties together lighted the lamp. The manager, Rev. Dr. Abraham Oliyapurath and the Chief Guest of the programme, Rev. Dr. Joy Ainiyadan together lighted the candles representing "Lights if knowledge" and pass it down to all the first year trainees. After lighting the candles Rev. Dr. Joy Ainiyadan Synchellus ArchBishop House Ernakulam was invited for addressing the chief guest. He reminiscence about the campus life of Bharat Mata college it was his ardent desire to visit the campus, at least once and he was glad that it happened through Agneyam . He appreciated the green perspective of the college that offers to the society. He denoted that not physical or bodily appearance matters constitution with or the inner mind matters. And the importance of the soul which



have to given the motherly care for the inner soul. He sited Guru movie as an example of an eye opener to this generation and envisaged the phases of reality. He also quoted an incident from the Oxford University, when he happened to see an quote of Stephan Hawking “The more you learn, the more you know. The more you know, the more you forget. The more you forget, the less you know. So why bother to learn.” He also added that social work is a blend of both theoretical and practical knowledge which every social work trainee must keep in mind wishing a great success for the trainees he concluded his words.

After that, Dr. Jose antony (head of social work, Sree Sankaracharya University of Sanskrit, kalady) delivered the keynote address .He welcomed and wishes for the newly comes, Talked about campus and relation to BMSSW. The students were told to enjoy campus life and make it a memorable experience, the generation should Remember the two words ‘Thantedam’ which mean Your space. He spoke based on Ramayana. In Ramayana Lakshmana assigned to protect Sita. When Lakshmana left the place heard of Rama’s voice, he draws a line called Lakshmana Rekha (to protect Sita). In Lanka Sita has created her own circle of power, which no one can destroy. Similarly, each one has to develop their own place and what you have is not what you are. If somebody is created a protective circle around you, is your limitation come out of it. He also connected the personified to the mango tree. Looking at the mango tree various branches, once life or his/her space is not about being growing alone but together with others too and’ thante idam’ your space without others

generosity, heads up and work for society is important. Social work it is a transformation from undesired condition to a desired condition. He also spoke about empowerment and be empowered to live. He is also spoke about APJ Abdul Kalam and his famous books 'ignited mind, wings of fire and My journey '.He said All of these books are catchy and teach us Ignited minds have dreams with wings of fire, Dr. Jose Antony gave pledge recitation to all social work students.

After that ,Dr Elsa Mary Jacob (Faculty Coordinator) delivered vote of thanks and mentioned. She felt proud seeing many young minds who have come to mould themselves to work for society and said children are in the best hands.

After that, all the dignitaries, faculties, parents, and MSW trainees raised up for National Anthem. After National Anthem, the dignitaries and second year MSW trainees left BMIM hall, and Dr. Sheena Rajan Philip, Head of the Department of BMSSW, did a general address to the parents. She discussed about social work as an evolving profession with her experience of social work education versus today's social work education. Later, she mentioned about the rules and regulations of the department which the students should strictly follow. Time management, proper attendance, full uniform, and not using mobile phones during the class hours were some of the important points she mentioned. She also mentioned the importance of family support needed for children. She asked all the parents to support their children throughout their MSW life so that they can achieve and leap forward to success. Dr. Sheena Rajan Philip also introduced all the faculty members to the parents and assured them their children are in the right place and in safe hands. She assured that the efforts of all the faculty members together will bring the best out of each child and asked the parents to trust the process of transformation of their children to the best. Later on, the parents were given some time to clear their queries, and the program dispersed at 12.30 pm.

## Extension activities

### Rural Camp

Date and Time : 18th to 22nd December 2021 Coordinator : Dr. Semichan Joseph

Number of Students:30 Brief Report:

DAY 1

Date: 18th December 2021 (Saturday)

As a part of the field work curriculum, the trainees were required to conduct a rural camp. Therefore, the trainees of Bharat Mata School of social work, decided to conduct their camp at Kannimangalam, which is situated near Malayattoor, Angalamy. As per the instructions, sixteen trainees had reached the college by 7:30 am. The camp journey started with sixteen trainees who started the journey from college at 8:45 am. The head of the department, Dr. Sheena Rajan Philip, and Ms. Aan Mary Joseph were present during the time. The other fifteen trainees and the faculty camp coordinator, Dr. Semichan Joseph, got on the bus from different stops at 10:09 am. The trainees had reached the camp destination by 10:35 am. The camp started officially after getting instructions from camp coordinator, Dr.Semichan Joseph. Few of the girls were instructed to visit the accommodation area and later, the kitchen was cleaned to arrange the kitchen requirements and utensils. At 12:30 pm, the girls took their luggage to the home allotted for the stay. The food committee had arranged food



and the trainees had their lunch at 1:00 pm. After that, the trainees were split into different groups for inviting the community people to the inauguration ceremony. The food committee members couldn't be a part of the invitation process, as they were in charge of food and snacks for the day. The trainees took their tea break from 4 pm and were allowed to freshen up till 6pm. Later, the trainees were divided into different groups. The cultural programme of 'Group 1' started at 6:30 pm. The programme included songs, action songs with dance, Dumb charades, and gifts were given to the winners. The programme ended by 7:30 pm. The trainees had their dinner at 7:45 pm. At 8:45 pm, the evaluation meeting started. Each committee shared their experiences of the first day of the camp, its initiatives and the drawbacks including the areas to be improved. After the completion of the general evaluation, the trainees and faculties had shared their suggestions. The suggestions included time management, route map for field visit and phone usage. The programme committee made some changes for

the programmes to be conducted. After the general instructions and evaluation, the meeting ended by 10:30 pm.

## DAY 2

Date: 19th December 2021 (Sunday)

On the second day of rural camp, "KOOTU 2k21", the trainees woke up by 5am and exercised under the guidance of Basil K Varghese. Later, the camp paper was read out to the trainees at 6:30am. On this day, the kitchen duty was assigned to the members of the finance, travel and medical committee. The trainees conducted inauguration of the camp on this day. It was decided that the inaugural function would be held at 10 am

The presidential address was delivered by Dr. Semichan Joseph, and it was inaugurated by the Parish Vicar, Rev. Fr. Varghese. Later, Mr. Joy, trustee of the church and the SNDP Vice President, Mr. Sijumon delivered the felicitation. Later, by 10 am, the vote of thanks was delivered by Ms. Taniya. P. Joy, student coordinator. By 10:15 am, a meeting was conducted under the guidance of the camp coordinator, Dr. Semichan Joseph, where the trainees were asked to carry out Manual Labor and as a part of it, they were asked to clean the church premises. The trainees were asked to complete their manual labor, within 10:45 am to 1 pm. . The lunch was delayed due to some problems within the food committee By 3 pm, the trainees were asked to carry out Manual Coding for the survey they conducted within the

time allotted. The trainees had assigned the codes, but they hadn't written it out in the chart paper. Later at 4:30 pm, the food committee provided the trainees with tea, snacks. The trainees were given time to freshen up from 5pm to 6pm.

The cultural programme started at 6 pm. The social work trainees were present for the cultural. Mr. Basil Varghese was the host of the program. The members of "Group 2" hosted the cultural programme for the day. The community members actively participated in the programme. Many games were held as a part of it. The program ended by 7:30 pm. The trainees stayed in the church hall and the evaluation started by 7:45 pm. Suggestions were given by each trainee during evaluation regarding surveys, inauguration ceremony and house visits.

### DAY 3

Date: 20th December 2021 (Monday)

On the third day of "Koottu 2k21", the trainees woke up by 5 am. The day started with meditation and yoga under the guidance of trainee Ms. Devika Madhu. The session lasted for half an hour. At 6:30 in the morning, the trainees sang the Camp Anthem and later the Camp Paper was read out to the social work trainees.. Later, a discussion was held from 7:30 to 8:30 am which was led by Dr. Sheena Rajan Philip to discuss the plans for the day. As the suggestion of conducting a PRA was raised in the previous day's evaluation meeting, the trainees were in support of that. And therefore, the trainees and the faculty discussed about conducting a PRA and an FGD along with the Household Survey which was previously decided.

At 9 am, the group of trainees travelled to the hamlet where the survey was supposed to be conducted. The trainees were divided into 4 different groups out of which groups 1 and 3 were required to conduct PRA and groups 2 and 4 were required to conduct an FGD along with the survey. And also it was decided that the trainees assigned with kitchen duty would come back to the camp for the preparation of lunch by 11:30 am.

The groups started off with the survey from 9:30 am onwards and also group 3 conducted the PRA and group 4 conducted an FGD with the children in Gurudevan LP School, Ayyampuzha. The trainees were able to complete the survey in 60 houses in total and the time allotted for the same had already passed. By this time, group 2 reached the camp, it was time for them to conduct the FGD with the workers of MGNREGA Scheme and group 1

had to conduct PRA in the community where the camp was set. Even other trainees had not reached the camp, therefore both the groups decided to go on with the FGD and PRA. Both the groups completed their assigned tasks by 3:30 pm and by 3:45 pm they reached the camp. By 4:30 pm, the trainees were provided with tea and snacks and later at 4:40 pm, a meeting was organized for the trainees to decide the cultural program which were to be conducted at the Gurudevan LP School. The trainees had decided to conduct the cultural programme from 6:30 pm and on this day, the cultural programs were assigned to the cultural committee and the group 4. Four trainees who were part of kitchen duty stayed back to make preparations for the dinner, whereas the rest of the trainees were taken to the school where the programs were being conducted. Along with the trainees various resources like the camp banner, speakers, microphone sets and mats and other properties for conducting games were also taken.

The cultural program started off with the camp anthem at 6:30 pm, even though there were only very few community members. The Master of Ceremony for the evening were Ms. Isha Elizabeth and Ms. Gayathry. Ms. Manasa Babu sang the prayer song. And later, as part of the program, Ms. Bijunu Johnson conducted a defense class for the community members. As the programme progressed gradually, more community members came in and there was dance, music, games and mimicry where both the trainees as well as community members participated enthusiastically. All the community members including children and adults who participated were provided with consolation prizes. The cultural programs were over by 7:50 pm. The trainees who handled the kitchen duty returned earlier to prepare the dinner whereas the rest of the trainees along with the faculty reached the camp by foot at 8:45 pm. On their way, they sang Christmas Carol Songs and entertained themselves.

By 9 pm, the trainees were served with dinner and at 9:45 pm, the evaluation meeting was conducted. The trainees shared their experiences and their reflections on the activities carried out on that day. The trainee accepted that it was a tiring day but however it was the most productive and satisfactory of the past 3 days. Conducting PRA, FGD, etc., provided a space for the trainees to practically apply their theoretical knowledge. The trainees had thought the day to be a hectic one when all these plans were decided; however, the trainees were successful in carrying out all the proposed plans victoriously. Even the HOD, Dr. Sheena Rajan Philip congratulated and appreciated the trainees for their efforts in carry-

ing out those activities as effectively as they could.

Later, after the evaluation meeting, the committee leaders had a meeting with the camp faculty coordinator Dr. Semichan Joseph to discuss the Action Plan for the 4th day (21st December 2021) of the camp. By 11:30 pm, the meeting wound up

#### DAY 4

On the 4th day of the Rural Camp, the trainees got up by 6:30 am in the morning and as part of the daily routine, the trainees were trained by Ms. Osheen Jaison in Zumba for half an hour. The trainees participated enthusiastically in the session. Later the trainees sang the Camp Anthem and at 7:05 am, the Camp Paper was read out to the trainees by Ms. Svethakrishna V B. Later, the trainees were allotted with time to get ready and by 8:30 am, the trainees were provided with breakfast.

At 9:30 am the trainees had a meeting with the camp faculty coordinator Dr. Semichan Joseph where he asked the trainees to do an assignment in 2 groups using the resources available in the community. The coordinator wanted the trainees to create an art model out of their ideas. And the 2 groups presented some abstract ideas which were open to the interpretation of the observer or the viewer. The idea and purpose of this assignment, according to the coordinator, was to understand the various perspectives from which human beings conceive the same idea. The moral of the assignment would be that the same idea or the same view is interpreted by different individuals in different ways.

Later by 10:45 am, the trainees settled down to carry out various activities including crib making, manual coding and food preparation. The trainees had numerous doubts regarding manual coding and the faculty coordinator Dr. Semichan Joseph helped them clarify their doubts. At noon, Asst. Prof. Tony M Tom as well as faculty Ms. Aan Mary Joseph also joined the trainees in the camp. At 1:30 pm, the trainees were served lunch

Later a few of the trainees had gone to get fresh while others were busy gathering the fire wood and arranging things for the campfire as it was their last night at Kannimangalam. As per the schedule, the trainees were supposed to have the dinner and evaluation and then later camp fire, but considering the feasibility and convenience, the trainees had their evaluation and dinner and then campfire.

The trainees had their dinner, the Manager of Bharata Mata College, Rev.Fr Dr. Abraham Oliyapurath also joined the trainees for the dinner and by 8:15 pm, he inaugurated the camp-

fire officially. Later on cultural committee went on with the cultural programs for the night where the trainees as well as the faculties were actively engaged and a DJ was also organized with the available resources. The trainees had also prepared to make grilled chicken too. Later the campfire as well as the other activities were over by 12:30 am in the morning.

#### DAY 5

On the 5th day of Rural camp, the Trainees woke up at 6 am and assembled on the ground by 7 am for the warm up exercise and Zumba dance. This session was handled by Mr. Basil Varghese and Ms. Osheen Jaison and it continued up to 7.30 am and later trainees sang the Camp Anthem. After that, one of the trainees read camp paper and from 9.30 onwards some of the trainees went to do manual coding. Few of them were engaged in making cribs and the documentation team was preparing the consolidated report which was to be submitted in the concluding session. This continued till 12.30 pm. Later, the trainees gathered on the stage for lunch. After lunch, the trainees arranged the stage for the concluding session and cleaned the entire area. At 3 pm, the meeting had started and the student coordinator. Mr. Goodwin Jose welcomed the chief guest and the trainees to the session. The chief guest was Rev. Fr. Varghese Mampilly conveyed the message and later, the documentation committee members submitted the consolidated report to the authorities. The vote of thanks was delivered by Ms. Aarsha B. S and the meeting wound up by 3.30 pm with a cake cutting ceremony. The trainees cleaned the whole area, packed up the materials and got into the bus and left Kannimangalam at 4.30 pm and reached the college by 5.45 pm.

### **MSW Program 2021-23 Batch First semester**

Dates: 24th to 26th November, 2021

The social work trainee was assigned to visit eight organization from 24th to 26th November 2021 total 32 student attended observation which is supervised by faculty members of the department each day each one was given in charge to supervise the student and for dealing with each organization. Transpiration facilities were arranged by institution.

Don Bosco Sneha Bhavan

First day 24th November Wednesday 32 student trainee under the supervisor Arya Chandran L had visited don Don Bosco Sneha bhavan Paluruthy. Student reached by 9: 45 AM after receiving the gaudies from faculty student were assemble at the hall as per instruction of the authority. later father Thomas provide orientation regarding the institution and the faculty member talk about their functions and new branches.

Don Bosco Sneha bhavan established on 1974 on of the leading nongovernmental organisation working for the under privileged and at-risk boys and girls in the city of cochin Kerala which is registered under charitable societies registration Act 1955. Which also include various branches, Don Bosco boys, home Valsalya Bhavan Ammathoil, Valsalya Bhavan Annex, D B psycho-social support center Bosco Nilayam, Sneha bhavan Annex, ChildLine, Kismat, dream.

Blue Point Organization

By 11AM social work trainee reached at Blue Point Organization, fort Cochin which consist of three project coordinators. Three of them talk about the service provided them mainly focused on psycho social case work like drug abuse, domestic violence, POSCO cases and those who hold criminal background Kaval and Kaval pulse were their main project on the bases of assessment they admit victims and survivor into appropriate channels.

Fourth Foundation Project Venda

By 2:30 the social work trainee reached fourth foundation project Venda, Mamangalam, Palarivattom which consist of number of faculty members each one called as catalyst. Each person introduces themselves share about their duties. They mainly focus among youth to empower teenagers to say no to substance abuse and to rehabilitate addicted teenager.



Provide counselling sections and workshops, creative training and activities at school and college level. Cultural Academy For Peace

On the second day of observation 25th November 2021 thirty student trainee under the supervision of Arya Chandran L was assigned to visit cultural academy for peace Shsanthibhavan auditorium Ernakulam south. They reached by 11Am. As part of women violence day, they arranged a webinar from 25th November to 10th December. The student trainee had attended the webinar it was collaborated with home science department of St Teras's college Ernakulam. During this section Smt Beena Sébastien chairperson of cultural academy

of peace provide orientation regarding their functioning it was group which provide support for women in all situation legally, socially, comically politically.

#### Save a family plan

An international organization registered under foreign contribution Act. The social work trainee reached by 3pm later they were assembled for an orientation regarding the functioning. The coordinator of the save the family plan explained about their function. Mainly focusing on the justice of poor and marginalized which cover up to seven south Indian states. Community development programs implement under panchat raj system formation of self-help group, food security program for suppling nutritious food investment of health and medical facilities were the main service provided by the organization.

#### Welfare Association Trust, West

On the third day of observation visit 26th November Friday thirty social work trainee under supervision of Dr semichan Joseph visited sixth organization welfare association trust, west Vellyathunad .

The student trainee reached by 10 AM. It was headed by Dr P M Mansoor Hassan before having orientation they divide the student trainee into two group for meeting all inmates it was supervised by two social workers. They explained about the condition of each inmate soial work trainee also interact with them later Manssor sir provide basic ideas regarding the institution

Welfare association trust is a nongovernmental charity organization established in 1993 west vellythunad, Aluva the institution is established as a trust under government of India rules and regulation –Indian trust act. Various branches of this institution include we care psycho-social rehabilitation center, we care charitable hospital, women destitute home, we care home for aged, welfare village, we care girls' home.

#### SUHRUTH SADAN

By 1 pm the social work trainee reached seventh organization Suhruthsadan, Aluva later they attending the orientation which was taken by social worker she provides detailed expiation regarding their function.

Suhruthsadan is asocial coordination center under the Travancore cochin, scientific and charitable societies Act of 1955. The organization is run by the sister of the destitute. Mary provinces Ernakulam. They empower the downtrodden to lead a better life to empower ev-

ery under privileged women and children towards self- sustenance. Some their major project was geriatric, geriatric park, women empowerment programs, child and youth welfare program, differently abled welfare program Asha Kendra counseling.

Kerala Rehabilitation Institute for the Physical Affected-KRIPA

By 3PM social work trainee reached Kripa Bhavan,Aluva later they were assembled at the for orientation. The administrative head explained about the functioning of institution. Later they visited their small-scale units like book binding, umbrella making, candle making meanwhile student trainee get chance to interact with the student in that institution

Main aim of this institution is to providing training and empowering people with disabilities, creating barriers free environment and working for awareness regarding their rights and needs among the general public. Main activities include vocational course, computer class, seminar, workshops so on.

### ***“Oppara - 21”***

Date: 18th December, 2021 Time: 11 AM to 5:45 PM

Agenda: To give authorities an awareness about tribal students in Adishakthi Summer School and challenges faced by them. To issue certificates to student volunteers in helpdesk team.

The program started with the Gothrapooja at 11 am under the auspices of Adishakthi Summer School. The event was attended by 150 people, including 75 tribal students. CJ Thankachan led the meeting, followed by Vattakkali and Mudiyaattu, the traditional dance forms of

the Kurumba, Vedan and Paniya tribes. Mr. Manikandan gave the introduction. He spoke about the day-to-day declining learning potential of tribal children, the lack of reserves and the functioning of Adi Shakti. Mrs. SatiSree delivered the welcome address at 12 noon. Adishakthi explained the activities of it since its beginning and the mission they are currently undertaking.



## ***Social Impact Assessment Study***

BMSSW conducted two SIA Studies in 2021. There are:

1. Acquisition of land for Construction of Parking area for Vypin Fish Landing Centre at Puthuvaippu Village and access road to it
2. Acquisition of land for Vaduthala Railway Overbridge
3. Acquisition of land for Construction of Parking area for Vypin Fish Landing Centre at Puthuvaippu Village and access road to it

BMSSW has been assigned to conduct the Social Impact Assessment study and prepare



a Social Impact Management Plan (SIMP) for the Land Acquisition proposed. ( Source: Kerala Gazette, Extraordinary Notification No. 2350 dated 09.08.2021).

The study team includes Chairperson SIA Unit, BMSSW Dr. Sheena Rajan Philip, Research Scholar Assistant Prof. Arya L Chandran, Project Coordinator Princy Manavalan, Field Investigator Ms. Krishnapriya Sudhakaran.

The proposed SIA Study is intended to construct a parking area and access road to the Vypin Fish Landing Center at Puthuvaippu Village, Ernakulam District. For the proposed project, 0.0747 hectares of land belonging to Survey No. 29231 Part, Block No. 10 in Puthuvaippu Village, Kochi Taluk will have to be acquired. The project is being implemented by the Executive Engineer, Harbor Engineering Ernakulam Division, Munambam.

Study Team visited the project affected area for land acquisition. The details of the project affected families were also prepared according to the layout of the stone. As part of the data collection, a socio-economic survey was conducted among the affected people of the project and interviews were conducted with the local self-government representative. Details of the proposed project was collected from Harbor Engineering, Ernakulam Division, Munambam. The draft Social Impact Assessment Study and the Social Impact Management Plan were prepared based on the data collected through the primary and secondary sources. Public hearing was held at Mallika Arjuna Hall (Mallika Arjuna Temple Kalamukku, Vypin on 27.10.2021 at 11 am. The notification regarding public hearing was published in Deepika and Madhyamam newspapers. The draft report was presented at a public hearing and changes were made based on the suggestions received and the final report was prepared. The proposed project area is a village in Puthuvaippu village. This area is an important trading area for the fish market and related businesses in Ernakulam district. It is located very close to the city of Kochi. No houses or other buildings are located on the land acquired for this project. Therefore, no one will be evicted under the project. Therefore, the Social Impact Assessment Study Unit recommends proceeding with the land acquisition process as per the existing plan.

## 2. Acquisition of land for Vaduthala Railway Overbridge

BMSSW has been assigned as the SIA Unit for preparation of Social Impact Assessment Study Report and Social Impact Action Plan for the Vaduthala Railway Overbridge Construction Project in Ernakulam District. (Source: Kerala Gazette, Extraordinary Notification No.2756 dated 23.09.2021)

The study team includes Chairperson SIA Unit, BMSSW Dr. Sheena Rajan Philip, Research Scholar Assistant Prof. Arya L Chandran, Project Coordinator Princy Manavalan, Field Investigator Ms. Krishnapriya Sudhakaran and Mr. Shahzaman M.S.

The proposed Vaduthala Railway Overbridge project is an alternative to the existing railway crossing. 0.60.15 hectare land in Cheranelloor village in Kanayannur taluk of Ernakulam district is being acquired for the construction of Vaduthala railway overbridge. The project area is located at Vaduthala-Chittoor area of Kochi Corporation. The proposed project area is in wards 32,73,74 belonging to Kochi Corporation in Ernakulam district.

The study team visited the proposed project site directly with the representatives of the Revenue Department, Roads and Bridges Development Corporation of Kerala (RBDCK) Ltd. and stakeholders in the project area. In addition, a list of project victims was prepared based on the documents available from the Revenue Department and necessary information was collected. The socio-economic survey conducted among the project victims and the informative interviews with the people's representatives were used for data collection. Public hearing was held on November 16, 2021 at 11:30 am at the Pallikavu Bhajan Mandir, Pallikavu Devi Temple Hall, Vaduthala and on 27.11.2021 at Vaduthala Pallikavu Bhajan Mandir, Pallikavu. The notification regarding public hearing was published in Deepika and Madhyamam newspapers. The final report of the social impact study was prepared after presenting this report at the public hearing and analyzing the suggestions made at the hearing based on it.

The project fully or partially affects the properties included in the 10 different survey numbers. 65 families, Nivedyam Residence Association and Uraima Devaswom Board are the direct victims of the project. 10 residential houses and 30 commercial establishments will be demolished from the project area. The project will result in the loss of livelihood of 35 families. If the victims of the scheme get the compensation they are entitled to, then they fully agree with the scheme coming into force. Therefore, the Social Impact Assessment Study Unit recommends to proceed with the land acquisition process as per the existing plan.

Dr. Anjali Bhaskar spoke about the Paniya community and wished everyone to reach the heights without straying from the community and striving to move forward together like everyone else. Darshana Rajendran then spoke about the experiences of the Kanvu and wished the students of Adishakthi all have the same opportunities as others. Tribal singer

Manikandan sang about the history of Wayanad.

Darshana Rajendran honored Dr. Anjali Bhaskar and Manikandan. Darshana Rajendran then distributed certificates to the student volunteers of Adishakthi who worked at the Admission Help Desk. M R Chitra mentioned the direct challenges to the study and admission process of the students. They also talked about the increase in Pocsos among tribal children. Mr. Jagan Nanda also spoke on the activities of Adi Shakti and Mrs. Sreelakshmi Arakkal congratulated the children of Adi Shakti.

After lunch, the program resumed at 2:50 pm with an interactive section with students in Adishakthi. In it, Dr. R. Sunil M. Geethanandan, Mr Binu Puthenpurakkal spoke on the death of children due to malnutrition in tribal villages and the corruption of the MRS Hospital and the Scheduled Tribes Department. Geethanandan Mash mentioned that the adivasis are Jemmis who is not in the document. "We have to speak up for our rights," he said. Mr. Thankappan, an elder from Aryan Kav Colony, spoke about the land struggle.

Then at 3:30 PM, the cultural program started with the Mudiyaattom. Vijeesh Kondu's folk dance of Wayanad Paniya tribe and Vattakkali of Attappadi Wayanad group's children's cinematic dance of Adishakthi were performed. Volunteers from Bharat Mata and Thudup, who worked at the Admission Help Desk, shared their experiences of Adishakthi. P Janardhanan spoke on the history of Adishakthi Gotra Mahasabha, CK Janu and the activities of Geethanandan Mash. At 5:40 pm, Jishnu Adishakthi, Treasurer, concluded the program with a vote of thanks.

## Juventus 2021

Event coordinators: Ms. Isha Elizabeth Tomy, Sr. Selmy Sabu

BMSSW organized an inter-departmental competition as part of the International Youth Day (12th August 2021) observation. The event was organized in association with the other active clubs of the college like TROLL BMC and Radio BMC. The prizes for the event were sponsored by Glitz India Fashions and Paper Oni. The participants were required to showcase any form of the creativity based on the theme provided. The theme for the competition being "Transforming Food Systems: Let our Youth Grow Healthy". The much awaited results were announced on 21st of August 2021. First prize: Ms. Mariya Poulouse, cash award of INR 1000 sponsored by Glitz India Fashions. Second prize: Ms. Fehna Fathima, a customised scrapbook worth INR 700 sponsored by Paper Oni.



## *Entry Level Examination*

Category	No of Students
Advanced Learner's	25
Average Learner's	38
Slow Learner's	4
Total	67

## *Mentoring Report*

The Social Work department follows the mentoring system initiated by mentoring Cell. The students are grouped and assigned a mentor teacher who is responsible for collecting academic performance and class attendance of individual students. The mentor regularly meets with mentees and is given necessary information regarding his/her mentees and is expected to offer guidance and counselling as and when required. In isolated cases, parents are called for special meetings with the principal at the suggestion of the mentor. The result of the system has been implemented significant improvement in the teacher-student relationship. The system has been useful in identifying slow learners and advanced learners. The department organizes a remedial class on different subjects within the syllabus for poor/slow learners.



## Department Mentor list 2021-22

SI No.	Name of the Mentor	No. Mentees	
		1st year	2nd year
1.	Dr. Sheena Rajan Philip	8	8
2.	Dr. Elsa Mary Jacob	8	8
3.	Ms. Arya Chandran .L	8	8
4.	Dr. Semichan Joseph	8	7

## MOOC Courses Attended details

SI No	Name of the Student	Platform (SWAYAM, Edu net etc.)	Name of the Course	Duration
1.	ABELJOSEPH MARTIN	Coursera	Social work practice : advocating social justice and change	Ongoing (3-8 Months)
2.	ABHIRAMI K P	COURSERA	GENDER AND SEXUALITY: DIVERSITY AND INCLUSION IN THE WORKPLACE	Ongoing (3-8 Months)
3.	ALEENA MARY M J		Addiction treatment: Clinical skills for Healthcare providers	Ongoing (3-8 Months)
4.	ANAGHA ALIYAS		Addiction treatment: clinical skills for healthcare providers	Ongoing (3-8 Months)
5.	ANGEL ROSE T	COURSERA	POSITIVE PSYCHIATRY AND MENTAL HEALTH	Ongoing (3-8 Months)
6.	ANNMARY BABICHAN	Coursera	Social work practice : advocating social justice and change	Ongoing (3-8 Months)
7.	ANN MARY DIVYA	Coursera	Social Norms, Social Change	Ongoing (3-8 Months)
8.	ARATHY S S	Coursera	Social work practice : advocating social justice and change	Ongoing (3-8 Months)

9.	ASWATHY S KUMAR	Coursera	Social Norms, Social Change	Ongoing (3-8 Months)
10.	DIJO GEORGE	udemy	Solution based counselling practitioner cert	Ongoing (3-8 Months)
	MGU Online Course Portal	MOOC Organic Farming	1 year	
11.	FATHIMATHU SUHANA	Coursera	Arts And Science Of Human Relationships: Understanding Human Needs	Ongoing (3-8 Months)
	MGU Online Course Portal	MOOC Organic Farming	1 year	
12.	GRACE THOMAS	Coursera	Community Organizing for Social Justice	Ongoing (3-8 Months)
	MGU Online Course Portal	MOOC Organic Farming	1 year	
13.	HARISHMA K . R	courseara	Bridging healthcare and society	Ongoing (3-8 Months)
	MGU Online Course Portal	MOOC Organic Farming	1 year	
14.	HASHMINA H	COURSERA	GENDER AND SEXUALITY : DIVERSITY AND INCLUSION IN WORK PLACE	Ongoing (3-8 Months)
	MGU Online Course Portal	MOOC Organic Farming	1 year	
15.	JAIN JOY	Coursera	Addiction treatment: clinical skills for healthcare providers	Ongoing (3-8 Months)
16.	JAYAKRISHNAN.V.S		Positive Psychiatry and Mental Health	Ongoing (3-8 Months)
17.	JESNY JAMES	Coursera	Leading Healthcare Quality And Safety	Ongoing (3-8 Months)
18.	KRISHNENDU S	COURSERA	Gender And Sexuality: Diversity and Inclusion in The Workplace	Ongoing (3-8 Months)
19.	NEELIMA S		FOUNDATIONS OF MINDFULNESS	Ongoing (3-8 Months)
20.	NIDHY LEGI GEORGE	Coursera	social work practice : advocating social justice and change	Ongoing (3-8 Months)
21.	RAGENDHU K R	COURSERA	CHILDRENS HUMAN RIGHTS	Ongoing (3-8 Months)
22.	RENIM SALAM	courseara	positive psychiatry and mental health	Ongoing (3-8 Months)
23.	RINOY JOHNY	Coursera	Introduction to Psychology	Ongoing (3-8 Months)

24.	RISHI DAS K.H.	coursera	Social work practice : Advocating social justice and change	Ongoing (3-8 Months)
25.	SAIRA SIDHEEK	COURSERA	GENDER AND SEXUALITY : DIVERSITY AND INCLUSION IN THE WORKSPACE	Ongoing (3-8 Months)
26.	SANTHOSH KAR-KI		International Humanitarian Law	Ongoing (3-8 Months)
27.	SHILPA KIRAN	COURSERA	Bridging Healthcare and Society	Ongoing
28.	SOUMIATH. N		Bridging Healthcare and Society	Ongoing
29.	STANIA FRANCIS CARBALIO	Coursera	Bridging healthcare and society	Ongoing
30.	SWATHY LAKSH-MAN	Coursera	Introduction to psychology	Ongoing

## Department level Infrastructure

Number of Classrooms	: 2
Computers & Peripherals	
Laptops	:1
PCs	:3
Projectors	:2
Printers	:2
Furniture & Fittings	
Desk	:20
Bench	:20
Tables	:25
Chairs	:100
Almirah	:1
Shelf	:6
Lab Equipment	

## Students Details

SI No.	Name of the Faculty	Platform (SWAYAM, Edu net etc.)	Name of the Course	Duration
1.	Dr. Sheena Rajan Philip	Centre for Geriatric Studies	Geriatric Counselling	Ongoing
2.	Dr. Elsa Mary Jacob	IGNOU	PGDWGS; Post Graduate Diploma In Women & Gender Studies	Ongoing
3.	Ms. Arya Chandran. L	IGNOU	PGDWGS post Graduate Diploma In Women & Gender Studies	Ongoing
4.	Ms. Aan Mary Joseph	EdX/ Washington University of St. Louis	Staying Fit	Ongoingz
5.	Ms. Aan Mary Joseph	Coursera/ Yale University	The Science of Well-Being	Ongoing

## Department Meetings

Description:

Department meetings organised on a weekly basis. Another meeting has been conducted once in a month under the leadership of the college manager to assess the monthly progress of the department. HOD will preside over the meeting. All the staff members will share their work related updates in the meeting. The agenda of the meetings will be sent in advance and the minutes will be prepared by the staff secretary and shared with the members before the next meeting

- Plan the activities to be done in this month

SI No.	Date and Time of Meeting	Major Agenda
1	02/01/2021 3 pm	. Departmental announcement by HoD Discussion on class reopening
2	08/01/2021 01.30 Pm to 02.30 Pm	.First-year students' orientation 2. Fieldwork 3. Baratheon 4. Research of II years 5. Announcements by the HoD 6. Any other items approved by HoD
3	25 -01-2021 01.30 Pm to 02.30 Pm	1. Evaluation of First-year students' orientation 2. Fieldwork 3. Bhartathion 4. Research of II years (current status) 5. Conduct of model exam for the II-year students
4	06/ 02/ 2021 09 15 am to 11.30 am	1. Fieldwork of first and final year students 2. Bartahiyon 3. Research of II years (current status) 4. Evaluation of model examination conducted 5. project-related updates if any 6. Any other items approved by HoD
5	10th February 2021 2.30 pm to 3.30 pm	1. Updates related to field work 2. Bharathion related updates 3. Project-related updates if any 4. Updates related to WSE -BMSSW collaboration 5. Any other items approved by HoD
6	12th February 2021 3 pm to 5 pm	1. Attendance management system 2. Bharathion 3. Projects related updates 4. Research and collaborations 5. Other items 6. Announcements by the manger

7	18th March 2021 3 pm to 5 pm	<ol style="list-style-type: none"> <li>1. Filed work and rural camp</li> <li>2. Research and projects related updates</li> <li>3. Certificate programs and related activities</li> <li>4. Publications</li> <li>5. Network and Collaboration with WSE, ICICI foundation and Bluepoint.</li> <li>6. Placement and alumni engagement</li> <li>7. Any other items approved by the manager</li> </ol>
8	22nd March 2021 3.30 pm	<ol style="list-style-type: none"> <li>1. Rural camp</li> <li>2. Other items</li> </ol>
9	28th April 2021 3 Pm	<ol style="list-style-type: none"> <li>1. Conduct of Online class</li> <li>2. Research</li> <li>3. Proposed workshop on structural social work in association with Canadian university.</li> <li>4. Project updates if any</li> <li>5. Other items</li> </ol>
10	22-06-2021 10 am	<ol style="list-style-type: none"> <li>1. Discussion on academic calendar</li> <li>2. Conduct of Online class</li> <li>3. Model exam</li> <li>4. Research</li> <li>5. Field work</li> <li>6. Placement</li> <li>WSE MOU</li> </ol>
11	07-07-2021 02 Pm to 04 pm	<ol style="list-style-type: none"> <li>1. Field work presentation and related matters</li> <li>2. Conduct of online exam</li> <li>3. Online Class</li> <li>4. Placement</li> <li>5. Research plan</li> <li>6. Nasamukthu abiyon campaign</li> <li>7. Different Roles and Responsibilities of the team members</li> <li>8. Reports of expert lectures/ workshops</li> <li>9. Any other items approved by HoD.</li> </ol>

12	22-07-2021 11. 00 am to 12.45 pm	<ol style="list-style-type: none"> <li>1. Professional grooming</li> <li>2. Block placement</li> <li>3. Placement</li> <li>4. Second semester begging</li> <li>5. Online exam rescheduling</li> <li>6. Other items if any</li> </ol>
13	03-08-2021 Time : 11. 00 am to 01.15 pm	<ol style="list-style-type: none"> <li>1. Research</li> <li>2. Filed work</li> <li>3. Alumni Engagement</li> <li>4. Open house</li> <li>5. Semester beginning</li> <li>6. Internal examination.</li> <li>7. Other items if any and announcements by the HoD.</li> </ol>
14	12 August 2021 3.30 pm to 5. 30 pm	<ol style="list-style-type: none"> <li>1. Admission to 2021-23 batch</li> <li>2. Email ID for Programmes</li> <li>3. Placement and related activities</li> <li>4. Conduct of online classes.</li> <li>5. Any other items approved by the manager.</li> </ol>
15	02-09-2021 11. 30 am	<ol style="list-style-type: none"> <li>1. Strategic plan</li> <li>2. International workshop on structural social work</li> <li>3. Class timetable</li> <li>4. Alumni engagement</li> <li>5. Remedial classes</li> <li>6. Admission</li> <li>7. Filed work</li> <li>7. Other items if any and announcements by the HoD.</li> </ol>
16	23-09-2021 Time : 09. 30 am	<ol style="list-style-type: none"> <li>1. New admission</li> <li>2. Fieldwork</li> <li>3. Collaboration with Bluepoint</li> <li>4. Collaboration with Elamkulam parish</li> <li>5. International workshop</li> <li>6. Yearly plan submission</li> <li>7. Class reopening</li> <li>8. Any other items approved by Hod.</li> </ol>

17	29-09-2021 09. 00am	<ol style="list-style-type: none"> <li>1. Fieldwork and rural camp</li> <li>2. Admission updates</li> <li>3. Canada collaboration</li> <li>4. Alumina engagement</li> <li>5. Collaboration with Elamkulam parish and Salesian college</li> <li>6. Yearly plan submission</li> <li>7. Result evaluation</li> </ol>
18	06-10-2021 09. 00am	<ol style="list-style-type: none"> <li>1. Fieldwork and rural camp</li> <li>2. Admission updates</li> <li>3. Canada collaboration</li> <li>4. Alumina engagement</li> <li>5. Collaboration with Elamkulam parish and Salesian college</li> <li>6. Yearly plan submission</li> <li>7. Result evaluation</li> </ol>
19	08-10-2021 Time : 09. 00am	<ol style="list-style-type: none"> <li>1. Fieldwork and rural camp</li> <li>2. Admission updates</li> <li>3. Canada collaboration</li> <li>4. Collaboration with Elamkulam parish and Salesian college</li> </ol>
20	13-10-2021 09. 00am	<ol style="list-style-type: none"> <li>1. Collaboration with Elamkulam parish</li> <li>2. Fieldwork and rural camp</li> <li>3. Canada collaboration</li> <li>4. Salesian college collaboration</li> <li>5. Placement updates</li> </ol>
21	12th November 2021 10.30am to 11.30 am	<ol style="list-style-type: none"> <li>1. Projects and programme related updates</li> <li>2. Vidhyarambam, beginning of a new academic year.</li> <li>3. Rural camp and field visits.</li> <li>4. Collaborations</li> <li>5. Placements</li> <li>6. Any other items approved by the manager.</li> </ol>
22	01-12-2021 2 pm	<ol style="list-style-type: none"> <li>1. Evaluation of Vidyarambham</li> <li>2. Discussion on ongoing theatre workshop</li> <li>3. Field Work and Rural Camp</li> <li>4. Any other Items approved by the HOD</li> </ol>
23	08-12-2021 Time : 2 pm	<ol style="list-style-type: none"> <li>1. Field Work and Rural Camp</li> <li>2. Meeting with Bhoomi foundation</li> <li>3. Admission updates</li> <li>4. Any other Items approved by the HOD</li> </ol>

## *Alumni Interaction*

Sl. No	Date and Time	Name of the Alumni	Topic of the session
1.	31/08/2021	Mr. Vimal B.M	Social Work Practice in India and Outside
2.	30/10/2021	Mr. Vineeth Peter	Attitudinal Changes across misconceptions of public movies
3.	27/11/2021	Mr. Joltin Rappai	Social Work Profession

## *PTA*

The Parent-Teacher Association (PTA) gathered each class separately. PTA provides parents and teachers with the opportunity to exchange views, work together with the development of students as well as college. General feedback from parents is sought and elections take place. The Head of the department and all subject teachers represent the college.

Sl No	Class	Date and Time
1.	MSW 2019-2021 Batch	07/06/2021, 3 :00pm

## Faculty Attended Programmes

FDPs/ STTPs/Workshops/Seminars / Conference/ Webinar

Total Number of FDPs/ STTPs :3

Total Number of Workshops :1

Total Number of Seminars / Conference :1

Total Number of Webinar :3

Name of faculty	Name of Programme	Date/s	Conducting Agency	FDPs/ STTPs/ Workshops/ Seminars / Webinar
Dr. Sheena Rajan Philip	'Moodle-based Learning Management System'	July 22 to 25, 2021	Association of Schools of Social Work in Kerala (ASSK)	FDP
Dr. Sheena Rajan Philip	"International Faculty Development Program on Academic Writing for Journal Publication"	27th to 29th August 2021,	Department of Management Studies, St. Aloysius College, Elthuruth, Thrissur, Kerala, India.	FDP
Dr. Sheena Rajan Philip	question bank upgradation initiative	5th August 2021	M. G university	Training

Dr. Elsa Mary Jacob	Strategies for Enhancing Mental Health in Teachers and Students	26th October to 1st November 2021	jointly organized by The IQAC & The Department of Psychology of Rajagiri College of Social Sciences (Autonomous); and Guru Angad Dev Teaching Learning Centre, SGTB Khalsa College, University of Delhi under the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT) of Ministry of Education.	FDP
Dr. Sheena Rajan Philip	question bank upgradation initiative	5th August 2021	M. G university	Training
Dr. Elsa Mary Jacob	Strategies for Enhancing Mental Health in Teachers and Students	26th October to 1st November 2021	jointly organized by The IQAC & The Department of Psychology of Rajagiri College of Social Sciences (Autonomous); and Guru Angad Dev Teaching Learning Centre, SGTB Khalsa College, University of Delhi under the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT) of Ministry of Education.	FDP
Mr. Tony M. Tom	Project Director's Training Program	16th to 18th September, 2021	Keral State AIDS Control Society	Workshop
Ms. Aan Mary Joseph	'Moodle-based Learning Management System'	July 22 to 25, 2021	Association of Schools of Social Work in Kerala (ASSK)	FDP
Ms. Aan Mary Joseph	Prevention and Treatment of Substance Use Disorders	26th June, 2021	Nasha Mukta Bharath Abhiyaan	Webinar

## Resource Person in Seminars

Name of the Faculty	Type of Program Attended (FDPs/ STTPs/ Workshops/ Seminars/ Conference/ Webinar)	Date/ Dates of Program	Title of the Program	Institution or agency organized the Program
Dr. Semichan Joseph	Webinar	12-06-2021	Human Development- Life Span approach	Depaul institute of scene and technology angamaly
Dr. Sheena Rajan Philip	Awareness Program	08-03-2021	Women's Day	Kottakal Arya Vaidhya Hospital, Thrikkakara

## Student Projects

SI No	Roll No	Name of Student	Topic of Project	Research Supervisor	Agency/ Company associated (if any)
1	190021019626	ABENA ALBERT	Parasyathinte Drishya Charuthsa	Dr.Liji Joseph	Ad Agency
2	190021019627	ABIJITH A	Parasyam- Oru Sargathmaka Drishyavishkaram	Dr.Liji Joseph	Ad Agency
3	190021019628	ALWIN PETER	Parasyam- Ezhuthinte Kala	Dr.Liji Joseph	Ad Agency
4	190021019629	AMRITHA T.S	Parasyam- Kalathinnoppam	Dr.Liji Joseph	Ad Agency

5	190021019630	ANJALY C.A	PARASYATHINTE RUCHIBETHAN- GAL	Dr.Thom- as Var- ghese	Ad Agency
6	190021019631	ANN MA- RIA SHAJU	SARGATHMAKATH- AYUDE PRSAKTI PARASYATHIL- ORU PADANAM	Dr.Thom- as Var- ghese	Ad Agency
7	190021019632	ASWATHY SIVAN	UPABHOGA SRAD- HAYUDE THALAN- GAL PARASYATHIL	Dr.Thom- as Var- ghese	Ad Agency
8	190021019634	FATIMA E.R	PARASYAVUM PUTHUMAYUM	Dr.Thom- as Var- ghese	Ad Agency
9	190021019635	GODPHRIA BIJU	PARASYAKALA- SARGAATHMA KADHAYUDE AAV- ISHKARAM	Soumya Thomas	Ad Agency
10	190021019636	GODSON M.D	PARASYAM- SIDHANTHAVUM PRAYOGAVUM	Soumya Thomas	Ad Agency
11	190021019637	GOPIKA SHANI	PARASYAVUM NIRANGALUM	Soumya Thomas	Ad Agency
12	190021019638	LAKSHMI A.P	PARASYAVUM JANAKEEYA- THAYUM	Soumya Thomas	Ad Agency
13	190021019639	MABLE MARIA ALEESHA	PARASYATHINTE MOOLYAM- ORU PADANAM	Dr.Fr.An- ish Paul	Ad Agency
14	190021019641	PAUL- SON PO- LACHAN	HOARDINGUKALI- LE PARASYANGAL- ORU PADANAM	Dr.Fr.An- ish Paul	Ad Agency
15	190021019642	ROSE- MARY BAIJU	PARASYATHILE MARUNADAN RUCHIKAL	Dr.Fr.An- ish Paul	Ad Agency
16	190021019643	SANDHYA GOPAL	PARASYAM ORU SOUNDARYATH- MAKA SRISHTTI	Dr.Fr.An- ish Paul	Ad Agency
17	190021019644	SANDRA JOSHY	PARASYA KALA SINDHANTHAVUM PRAYOGAVUM	Fr. Var- ghese Paul	Ad Agency

18	190021019645	SETHU P.S	PARASYATHILE PARAMBARYA MOOLYANGAL ORU PADANAM	Fr. Var- ghese Paul	Ad Agency
19	190021019647	SREEDEVI P.S	PARASYATHILE KENIKAL	Fr. Var- ghese	Ad Agency
20	190021019648	SHYAMILI RAJEN- DRAN	SWATHINTE RA- SATHANTHRAM- ORU PADANAM	Fr. Var- ghese Paul	Ad Agency

## Student achievements - co curricular / Sports activities

SI No	Name of the Student	Class	Achievement
	Isha Elizabeth Tomy	2020-2022 MSW	Winner – Open virtual completion, MILSET Asia
	Isha Elizabeth Tomy, Devika Madhu	2020-2022	Paper Presentation at TISS - Rural Development and Pokkali Farming, A study on how Ezhikara flourished back with its pokkali cultivation
	Aarsha, Gayathry -	2020	Paper Presentation at Rajagiri College of Social Sciences - A study on practicality and benefits of MOOC platforms among learners.
	Gayathry - Best story Narrator Pocassio Art Fest Art and Cultural Forum Battagali	2020	Best story Narrator Pocassio Art Fest Art and Cultural Forum
	Basil, Isha, Manasa , Joseph	2020	Treasure Hunt 1st prize by Radio BMC

Anita, Osheen, Ann Maria	2020	2nd prize treasure hunt Radio BMC
Osheen	2020	MG University Taekwondo Championship Bronze Medal
Anita	2020	Paper Bag Making competition winner - fine arts club BMC
Sharmin	2020	speech 2nd prize Nasha Mukta Bharat Abhiyan (Age category 30-45)
Anna, Sandra	2020	winners for spot games By Radio BMC

## *Faculty Achievements*



## Students Placed

Sl No	Roll No	Name of the Student	Institution Placed	Position
1.	19MSW101	AJITHA P P	SIA project BMC unit (Field work officer)	8-10K
2.	19MSW102	AKHILA P MONY	Research Assistant,	IT for Change.
3.	19MSW103	ALBITTA MARY AVARACHAN	School Counsellor	
4.	19MSW105	AMAL DEV M	Fellow,	Traveler's uni- versity
5.	19MSW106	AMRITHA AJAY	Research Assistant	NHRC Project
6.	19MSW107	ANJALI M	Research Assistant	NHRC Project
7.	19MSW108	ARYA ASHOK	Project Assistant	Petronet LNG foundation
8.	19MSW110	ASHIMA GOPI- NATH	Educational Coun- sellor	Absolute IAS Academy 15k
9.	19MSW111	ASWIN D	HR Recruiter,	Flipkart
10.	19MSW112	CHRISTY BABU	Student counsellor	Vedic IAS acad- emy
11.	19MSW114	HARIKRISHNAN	Project Coordinator,	Gramalaya trust
12.	19MSW115	JAMES JOSE	Research Assistant	NHRC Project
13.	19MSW116	KRISHNENDU	Project officer	Jeevika-Migrant Workers' Move- ment, Kalady
14.	19MSW117	KRISHNAKUMAR I P	Project Coordinator,	ODIC project Ra- jagiri Out Reach

15.	19MSW118	KRISHNAPRIYA SUDHAKARAN	JJM project of Be-FORE	
16.	19MSW119	MEENU JAYAKUMAR	Faculty in social work department & Student counsellor	Gurukulam , Labour India Public School Kottayam
17.	19MSW120	PRAISON ALIAS	Child line officer Idduki	16k
18.	19MSW121	RIYA MARY	Project Officer in bluepoint TVM	
19.	19MSW122	ROSELIN MARY BENNY	Psychiatric social worker	Welfare Association Trust Aluva
20.	19MSW123	SAIRA BANU U P	Programme associate,	SAATHII, Lakshadweep
21.	19MSW124	SHAHAZMAN	SIA project BMC unit	10K
22.	19MSW125	SIVAPRASAD C R	Project officer	Jeevika-Migrant Workers' Movement, Kalady
23.	19MSW126	SREEREKHA	Gandhi Fellow,	Parimal School of leadership
24.	19MSW128	SONA JOSE	PRO in Lissy Hospital	20k
25.	19MSW130	VIVEK ASHOK	Faculty in social work department & Student counsellor	Gurukulam , Labour India Public School Kottayam

## ***Teaching Learning Innovative practices in the department:***

The field visit to the tribal community in Attapady had benefited the students to know the problems faced by the community and it's detrimental impacts in their individual life. This helped the students to receive the primary information from the community which is useful for connecting the theoretical aspects along with practice.e





The stages of group work using Tuckman's Model were demonstrated to the students by dividing the class into different groups. This blend of tutoring with practice learning would sensilise students to comprehend the concepts at ease. This helped to explore the skills, abilities and the cooperative learning dynamics of the group. There has been plenty of noted success in using grouping to break down socio-economic differences and to allow for styles of learning that can be enhanced through peer interactions.





**Internal Quality Assurance Cell**

# **Bharata Mata College**

**Thrikkakara, Kochi-21, Kerala, India**

**Affiliated to MG University, Re-accredited by NAAC with 'A+' Grade, ISO 9001-2015 Certified**



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