



The Light of Truth

Martin Luther Christian University

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1. Title Of The Programme:	Community Camp		
2. Objectives:	Community camp is an integral part of the curriculum to give the students a practical experience of working closely with the community to enable them to have an experiential learning.		
3. Date (DD/MM/YYYY):	19 th February - 24 th February 2024	Venue:	Mawdet Village, Nongstoin Block, West Khasi Hills District, Meghalaya.
4. Names Of Resource Persons/Speakers/Presenters/Any Other:			
5. Total Number Of Participants:	Students	42	
	Faculty	3	
	Externals		
	Any Other		

MARTIN LUTHER CHRISTIAN UNIVERSITY



SCHOOL OF SOCIAL WORK



COMMUNITY CAMP REPORT

**MAWDET VILLAGE, NONGSTOIN BLOCK, WEST KHASI HILLS DISTRICT,
MEGHALAYA.**

Duration: 19th February - 24th February 2024.

ACKNOWLEDGEMENT

First and foremost, we thank GOD for guiding us and giving us this opportunity to be part of this community camp in Mawdet Village, Nongstoin Block that the School of Social Work offered. We would also like to give our gratitude to the University for giving us this opportunity, and not forgetting the Head of the department Ma'am Marbabiang Syiemlieh and to all the faculty of the School of Social Work for constant guidance and support. We also thank the faculty supervisors Ma'am Priyanka Barua, Ma'am Faith Marngar and Ma'am Gazania Phira for guiding us throughout the camp.

We also would like to thank the Secretary of Mawdet Village, Mr.B.I. Nongsiej as well as the community people for accepting and providing us with accommodation, co-operating with us throughout the community camp and for making the community camp a successful one. We also extend our sincere thanks to the community children for their participating in various activities, the schools for allowing us to conduct activities and also to the teachers for allowing us to conduct activities with their students.

In addition, we would also like to extend our gratitude to Kong Unity Nongseij and her friend for helping us to cook throughout the duration of the community camp and also to Bah B. I. Nongseij for providing us the utensils.

Lastly but not the least, we thank all the MSW 2nd semester and one from MSW 4th semester students from the School of Social Work and the Bachelor of Optometry 2nd semester students from the Department of AHS for their co-operation, dedication and hard work that made the community camp a success.

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INTRODUCTION

Community Camp is an integral part of the training programme for the students pursuing Social Work. The School of Social work, Martin Luther Christian University, has made a serious effort to make the curriculum more skilled based and practical. It provides student to have a better experience of community life & improve their professional skills by organizing need-based programs & awareness campaigns with the support of local people.

The community camp was organized for six days at Mawdet Village from 19th of February to the 24th of February 2024. This was organized to create an opportunity for the students to understand and analysed the Rural Social System.

Mawdet Village is situated in Nongstoin subdivision, Nongstoin Block in West Khasi Hills District in Meghalaya, India. It is situated 117.3 km away from Shillong, and 35km away from district headquarter Nongstoin.

As per the population census 2011, Mawdet has a total population of 161 peoples, out of which male population is 87 while female population is 74 thus the average sex ratio of Mawdet is 851. Literacy rate of Mawdet village is 48.45% out of which 47.13% males and 50.00% females are literate. There are about 36 houses in Mawdet village. The population of Children aged 0-6 years in Mawdet village is 44 which is 27% of the total population. There are 26 male children and 18 female children between the age 0-6 years. Thus, as per the Census 2011 the Child Sex Ratio of Mawdet is 692 which is less than Average Sex Ratio (851) of Mawdet village.

As per the Census 2011, the literacy rate of Mawdet is 66.7%. Thus, Mawdet village has a higher literacy rate compared to 60.2% of West Khasi Hills district. The male literacy rate is 67.21% and the female literacy rate is 66.07% in Mawdet village.

Objectives of the Community Camp

- To expose the students to rural life and living.
- To enable students to learn by carrying out solution after identifying local need.
- To develop capacities and attitudes suitable for group living.
- To inculcate working in groups, developing, planning, organizing and fund raising.
- To develop social skill and enhance experiential learning.
- To apply theoretical knowledge into practice.

Rationale of Community Camp

The Community camp provides students with opportunities to enhance their learning and develop their social work skills beyond the classroom environment. This experiential learning approach offers unique experiences and learning opportunities that may not be available in traditional classroom settings.

Moreover, the Community camp emphasizes understanding cultural differences and fostering acceptance of diversity. It enables students to apply their classroom knowledge in real-world settings under the guidance of teachers, facilitating a deeper understanding of social issues within communities. By immersing themselves in the actual field environment, students can better comprehend the complexity of social problems and propose effective intervention methods.

During the camp, students have the chance to practice and refine the skills and tools they've learned in class. This hands-on experience enables them to appreciate the significance of each skill and tool in addressing various problem situations, enhancing their overall understanding and competence in social work practice.

Pre- Activities

The inclusion of the Community Camp in the social work student curriculum has become essential. From February 19th to 24th, 2024, second-semester MSW students, along with optometry students, were supervised by Ma'am Faithfulness Marngar, Ma'am Priyanka Barua, and Ma'am Gazania Phira, discussing plans for the community camp. This led to the establishment of committees, assignment of tasks, and grouping based on these divisions. Additionally, students received orientation on Participatory Rural Appraisal (PRA) and Baseline Survey from the faculty members. On February 17th, members of the organizing committee, along with a faculty member, visited the main market for shopping purposes related to the community camp.

Main Activities

The School of Social Work organized a Community Camp in Mawdet village, collaborating with students from the Optometry department. During the camp, students conducted a baseline survey to assess the socio-economic, health, and educational status of the community members. They utilized Participatory Rural Appraisal (PRA) tools to understand the village's needs and resources, encouraging community participation and collaboration for development. PRA tools included Seasonal Calendar, Venn diagram, Social Mapping, Resource Mapping, Timeline, and Transect Walk. Additionally, students engaged in recreational activities and games with children and youth from the village. Focus Group Discussions were held with Self Help groups and teachers from the village school, focusing on topics such as education, school dropout rates, and teenage pregnancy.

Baseline Survey Findings

The following findings based on 33 respondents from the age of 17 to 85 both males and females.

1. Demographic Profile of Respondents

Gender of the respondent was 15% males and 85% were female. Among the age groups, majority of respondents are Christian.

Figure 1.1 Gender

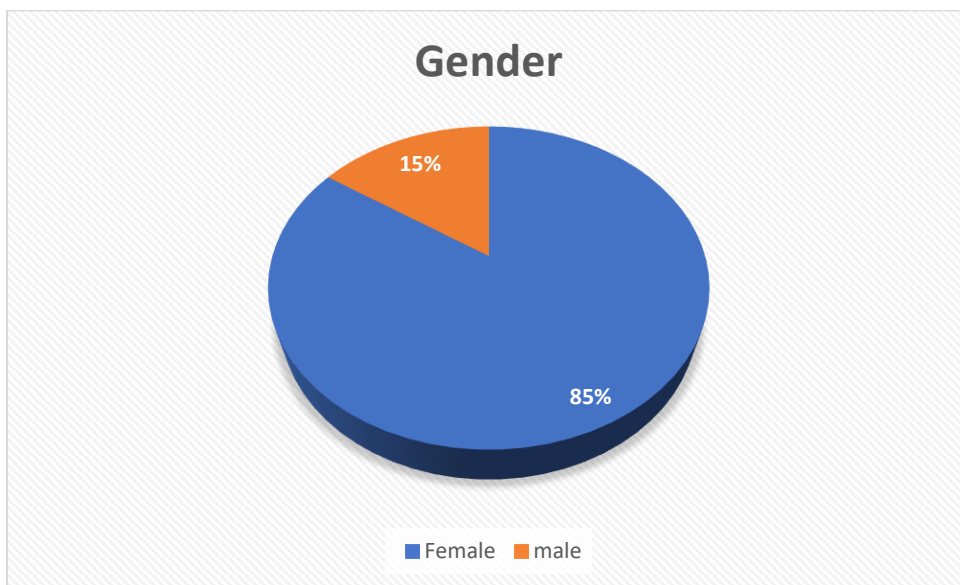


Figure 1.1 indicates the gender of the respondent.

The figure depicts that 85% of the respondent are females whereas only 15% of the respondent are males.

Figure 1.2 Religion

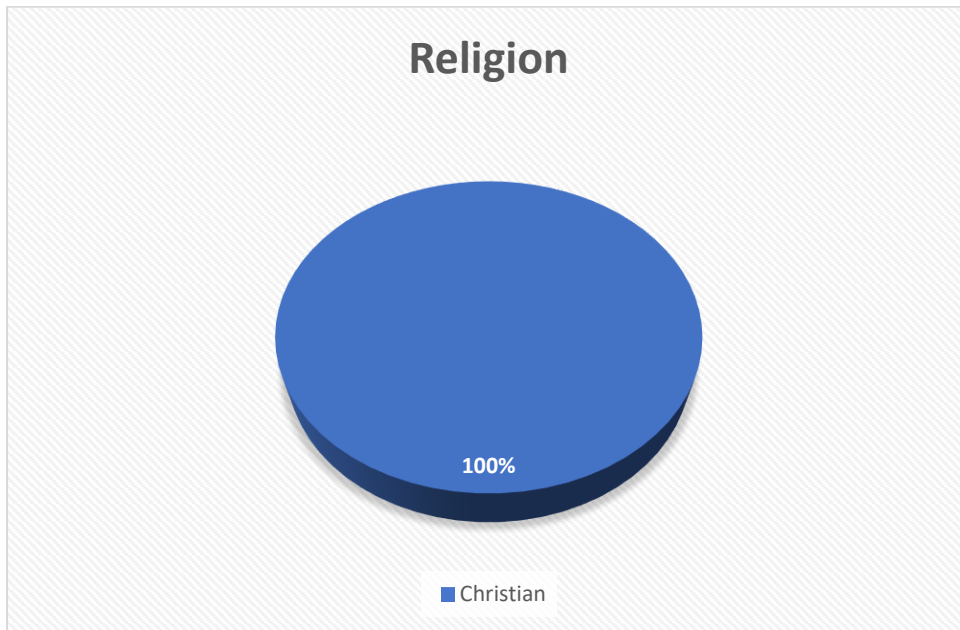


Figure 1.2 indicates the religion of the respondent

The above figure shows that all respondents are Christians.

Figure 1.3 Educational Qualification

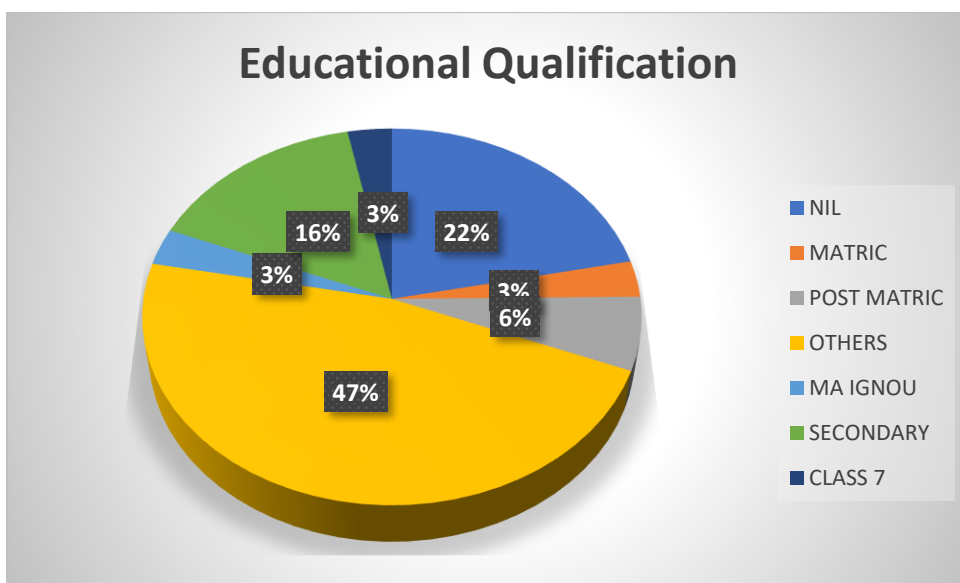


Figure 1.3 indicates the educational qualification of the respondent

The above Figure, indicates that only 3% of the respondent completed Matric, MA IGNOU, Class 7, 16% Completed Secondary, 6% Completed Post Matric, whereas 22% did not respond and 47% were others

2. Socioeconomic Status

Figure 2.1 Income of the Family

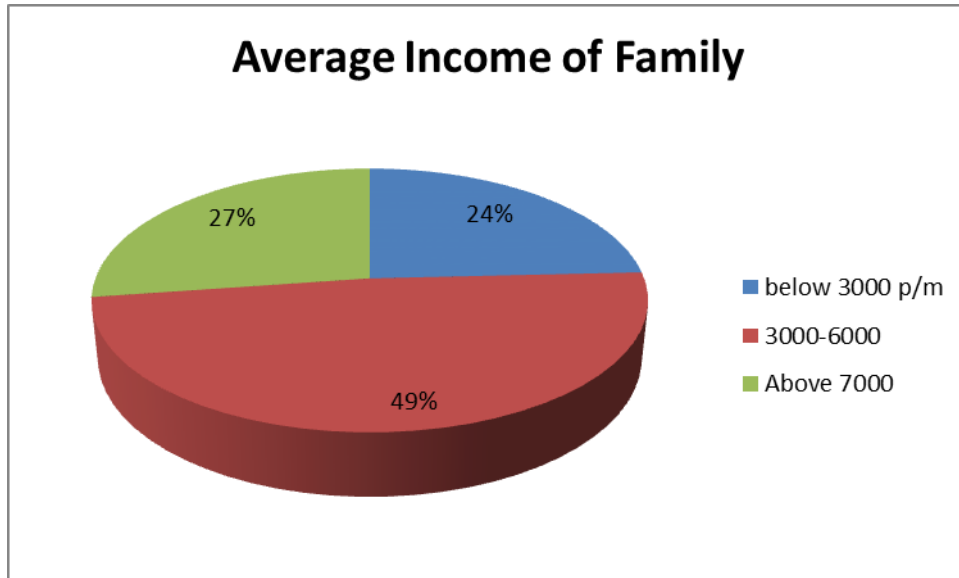


Figure 2.1 indicates the Average income of the family of the respondent

Analysing the figure, it was found that 24% of the respondent earn below 3000, 49% of the respondents earn between 3000 and 6000 and 27% of the respondents earn above 7000.

Figure 2.2 Type of Houses

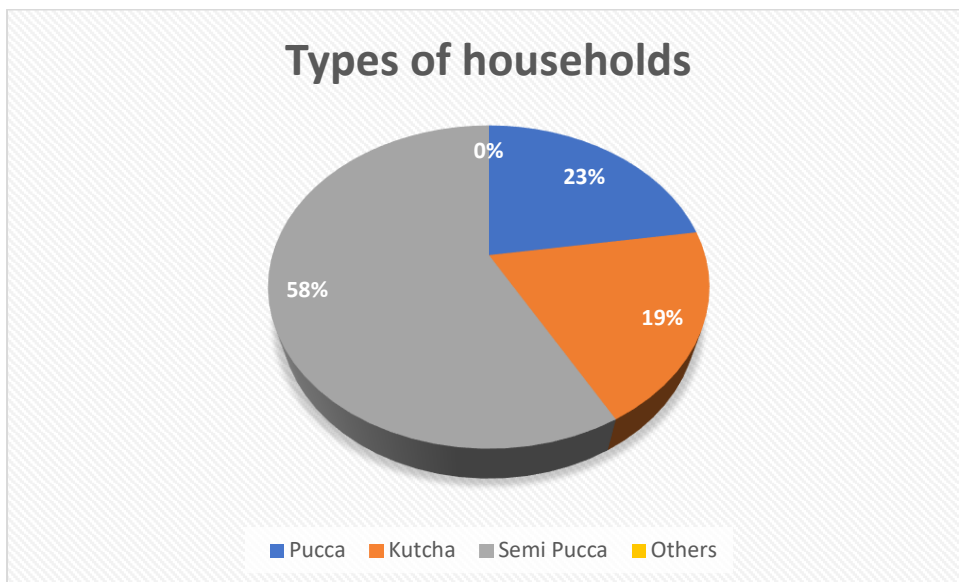


Figure 2.2 indicates the types of households.

The Figure, depicts that 58% of the respondents living under Semi Pucca House, 23% of the respondent living under Pucca House and 19% of the respondent living under Kutcha houses.

Figure 2.3 Owning a housing

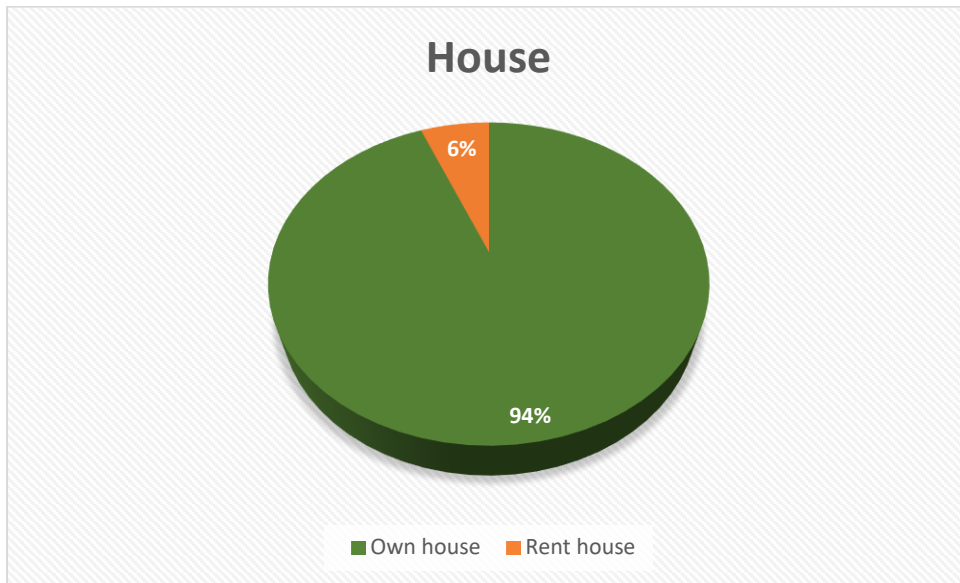


Figure 2.3 indicates owning a house

In this Figure it shows that 94% of the respondent lived in their own house whereas 6% of the respondent lived on Rented house

Figure 2.4 Occupation

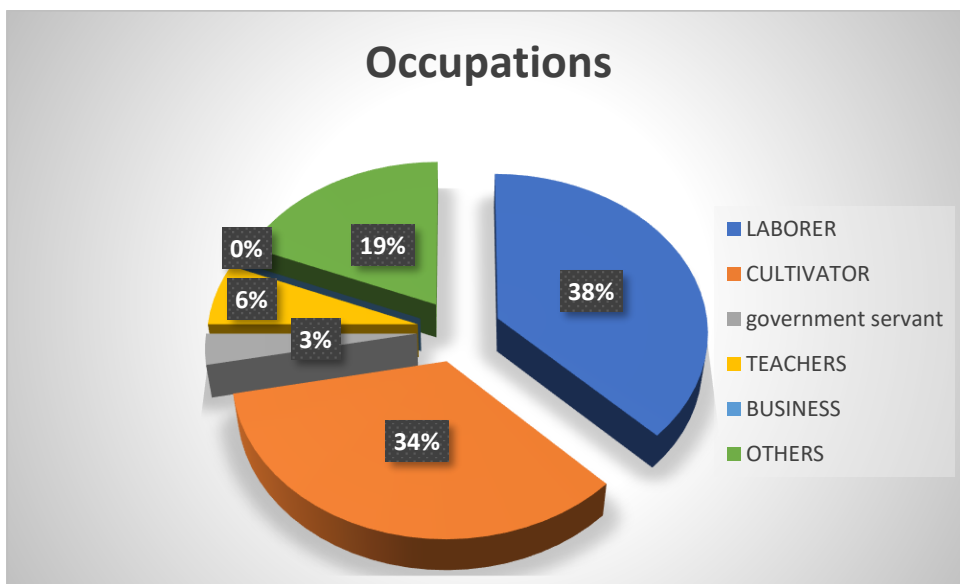


Figure 2.4 indicates the occupation of the respondent.

The above figure shows the types of occupation that the respondents are involved in. It was found out that 38% of the respondents work as Labourers, 34% of the respondent are Cultivators, only 6% of the respondent are teaching profession, 3% of the respondent were engaged in government jobs and 19% of the respondents said that they have other types of occupation such as Driver and Domestic helpers.

Figure 2.5 Land for Cultivation

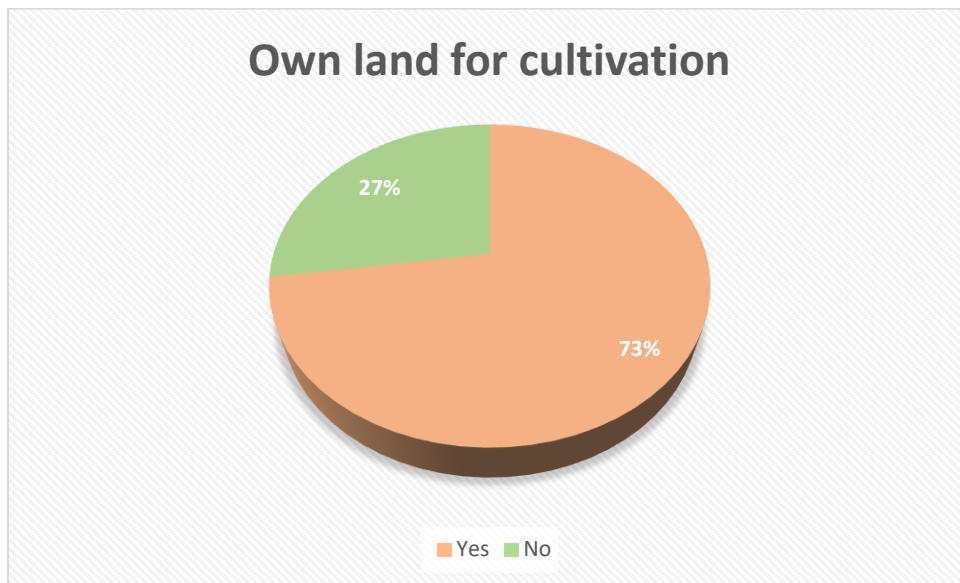


Figure 2.5 indicates the owning of land for cultivation of the respondent.

In the above figure, it indicates that 73% of the respondents have their own land for cultivation. Whereas, 27% of the respondent rent the land for Cultivation.

Figure 2.6 Bank Account Holder

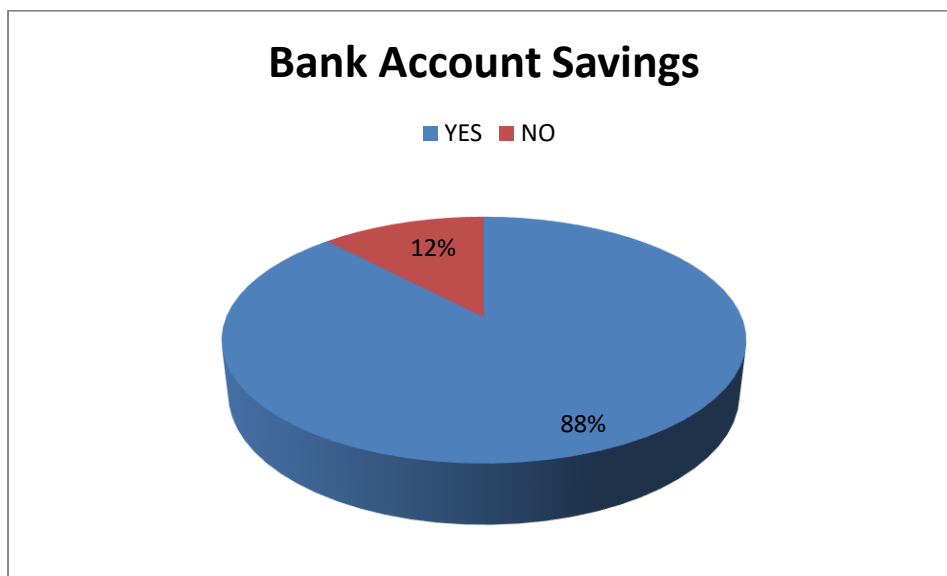


Figure 2.6 indicated that the respondent have a bank account or not.

The above figure shows that, 88% of the respondents have savings account, whereas, 12% of the respondents do not have a savings account.

Figure 2.7 Average Savings

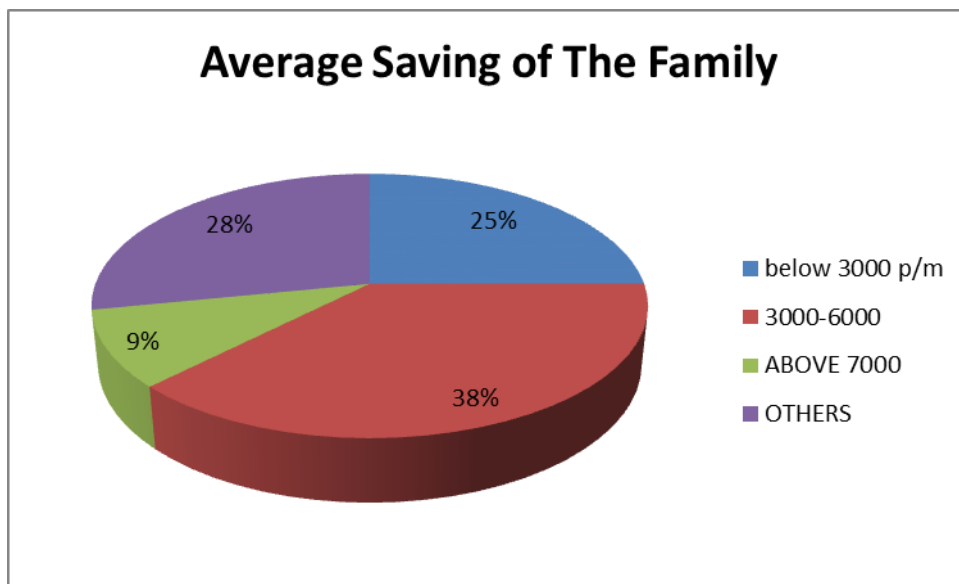


Figure 2.7 indicates the average savings of the family.

The above figure shows that majority of the respondents, that is 25% have an average savings of less than 3000 rupees, 38% of the respondent have saving between 3000 to 6000 and 9% of the respondent could save above 7000 where as 28% of the respondents did not specify about their saving per month.

3. Health Status

Common Illnesses: During the interacting with the community, it was found out that common illnesses are Common cold & Fever, Cough, Diarrhoea, Malaria, PYREXIA and mild headache.

Figure 3.1 Healthcare Institution

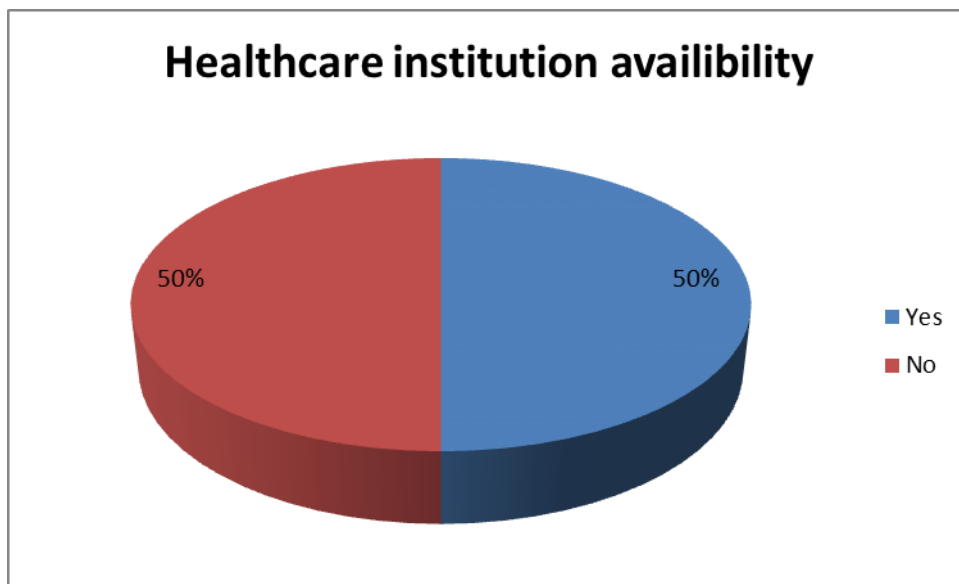


Figure 3.1 indicates the healthcare institution.

In this figure it depicts that 50% of the respondent have access to healthcare institution, whereas, the other 50% of the respondent do not have access to health care institution.

Figure 3.2 Distance Of Healthcare Institution

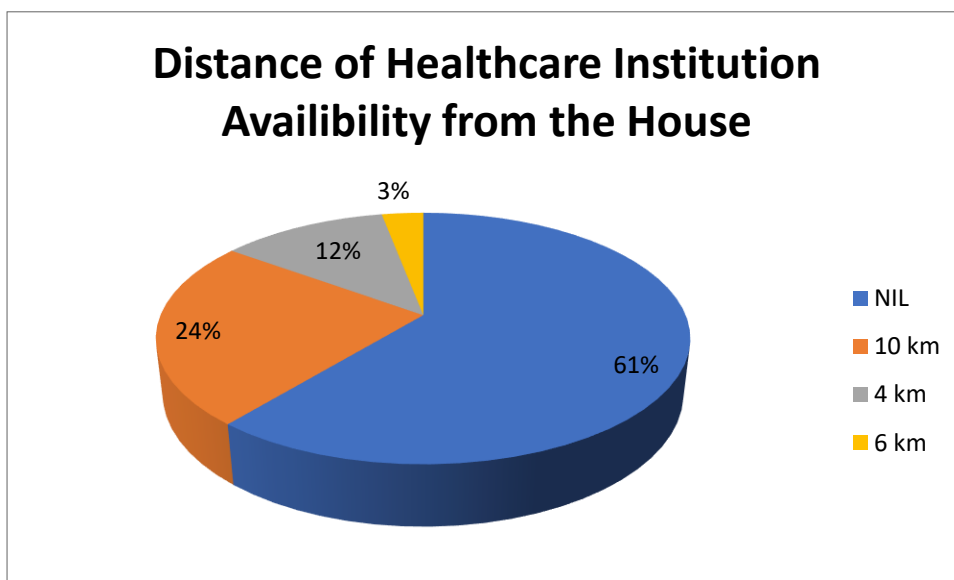


Figure 3.2 indicates the distance of healthcare institution from the community.

The above figure it shows the distance of health care institution availability from the house includes, 61% could not response, 24 % says 10km, 12% says 4km and 3% says 6km.

Figure 3.3. Community People Seeking Treatment while falling ill

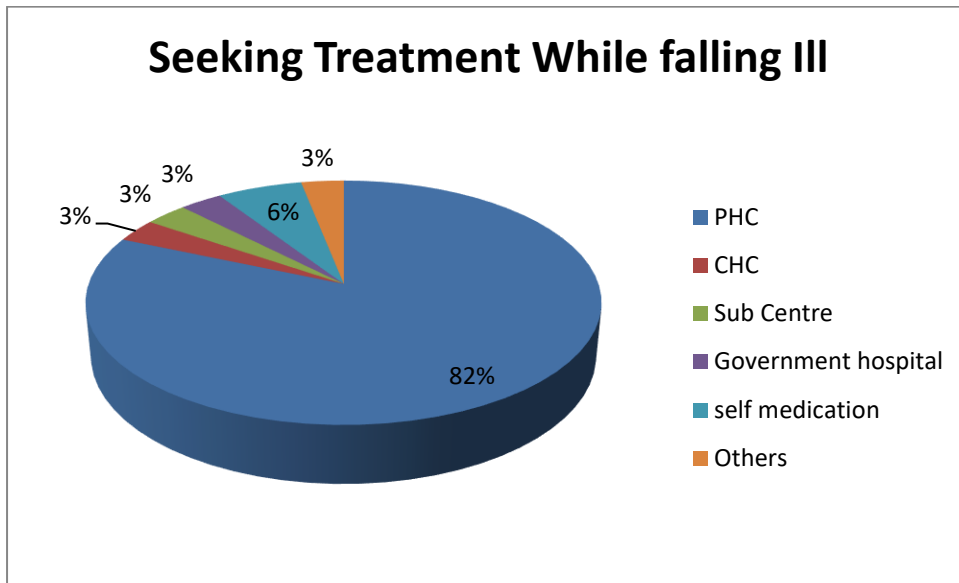


Figure 3.3. In the above figure the respondents seek treatment while falling ill, 82% visits the PHC, 3% CHC, 3% Sub- centre, 3% Government hospitals, 6% self-medication and 3% others.

Health Camps and Health related Awareness Programs

Regarding Health camps 79% of the respondents attended the health camps whereas, 21% of them did not attend. In order to have access to awareness on health, 52% of the respondents attended awareness programme during health camp conducted by the health department in health facilities and also by social welfare through ICDS programme where women and children especially were getting benefit from health camp and awareness programmes.

Regarding health schemes, only 82% of the respondents have a health scheme that is Megha Health Insurance scheme.

Figure 3.4. Healthcamp held in the past

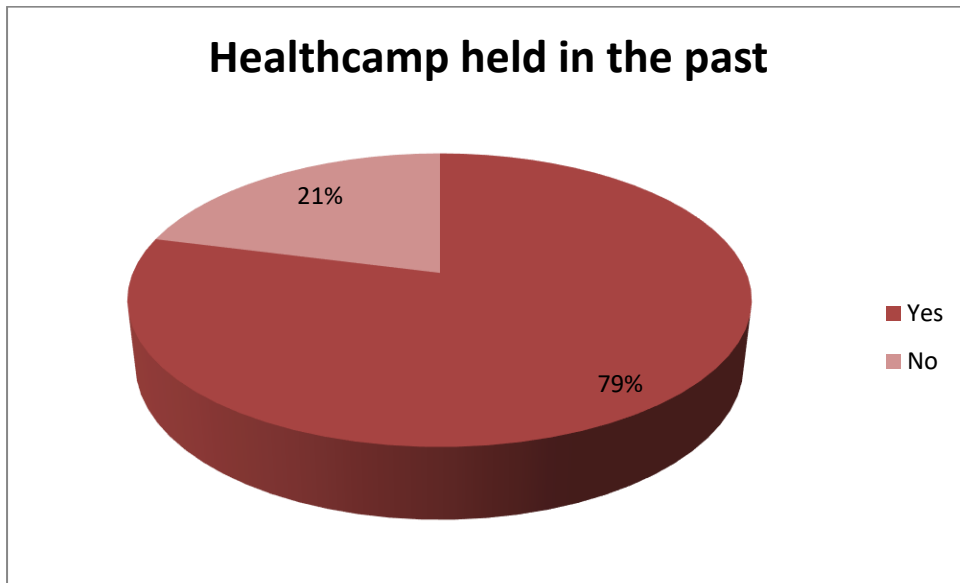


Figure 3.4. The above figure indicates the health camp that was held in the past which includes 79% were yes while 21% no.

Figure 3.5. Health related awareness Program organised in the past at the community

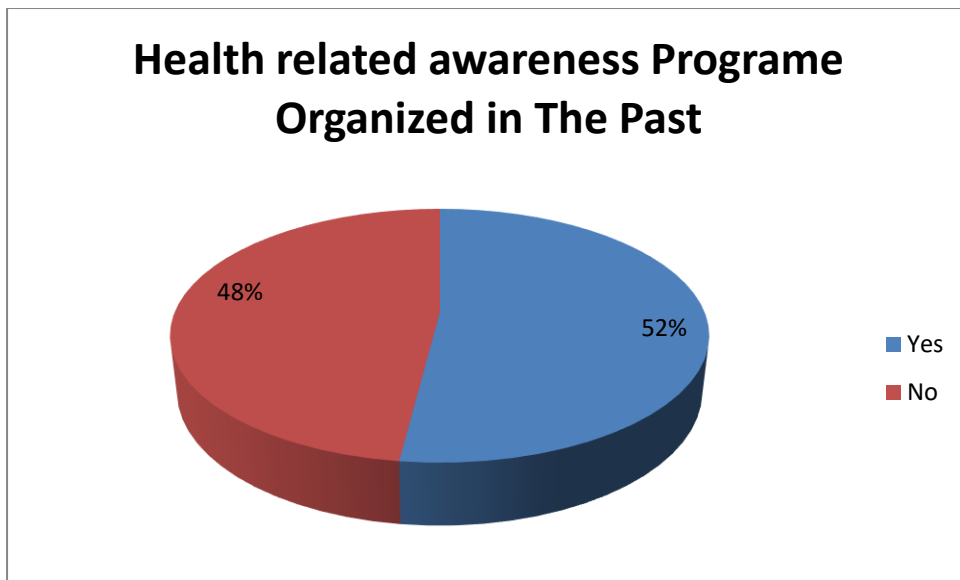


Figure 3.5. The above figure indicates the percentage of health-related awareness programme organised in the past, that are 48% No and 52% yes.

Figure 3.6. Health related scheme received from The Government and NGOs

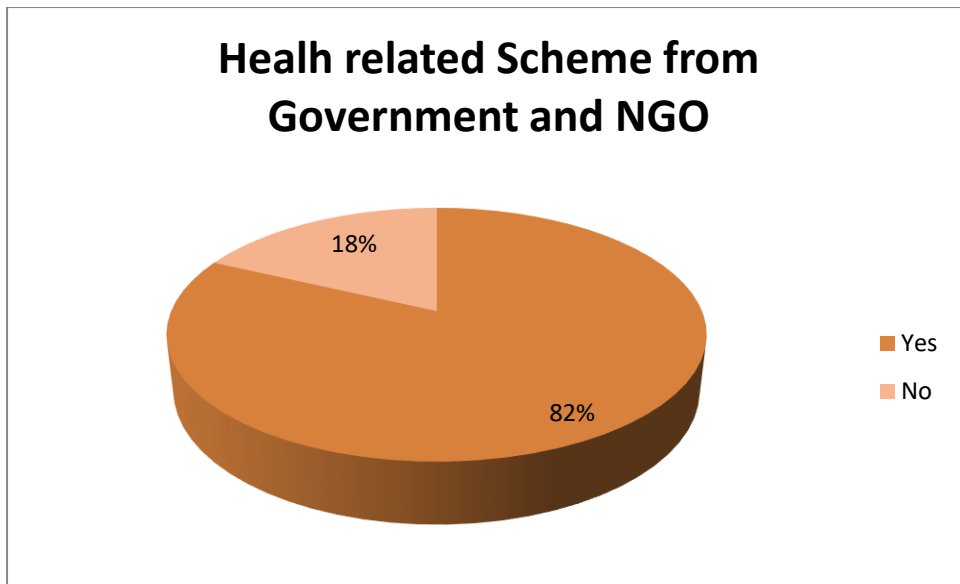


Figure 3.6. The above figure includes the health-related scheme from government and NGO, that are 82% yes and 18% no.

Figure 3.7. Record of COVID 19 cases

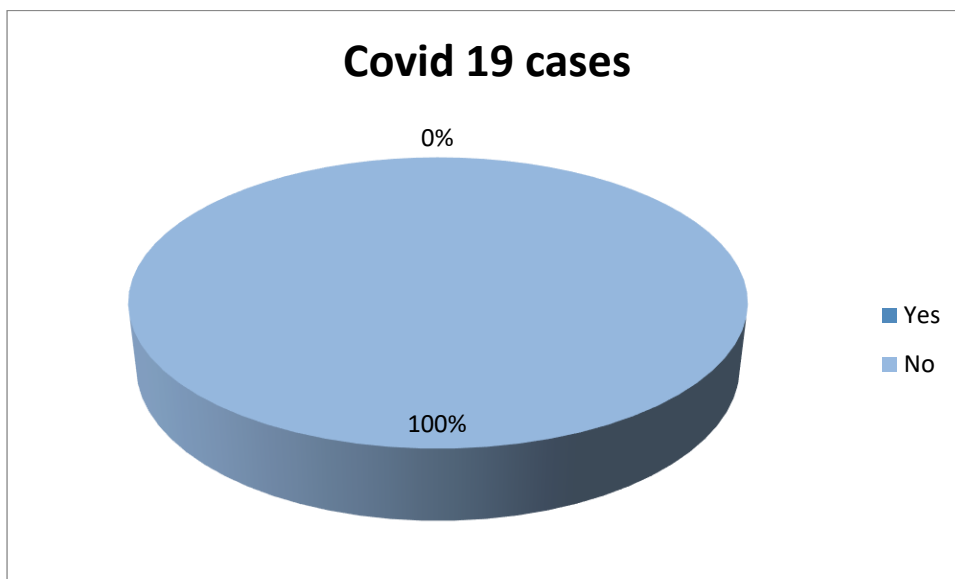


Figure 3.7. The above figure indicates the record of COVID 19 cases, that is 100% no

This figure depicts the number of Covid cases have not been reported in the community in the past year.

When asking whether this pandemic affected their daily life, most of the respondents expressed that their income, livelihood, freedom of movement, education affected badly.

4. Proper Housing Status

Figure 4.1. Houses With Proper Ventilation

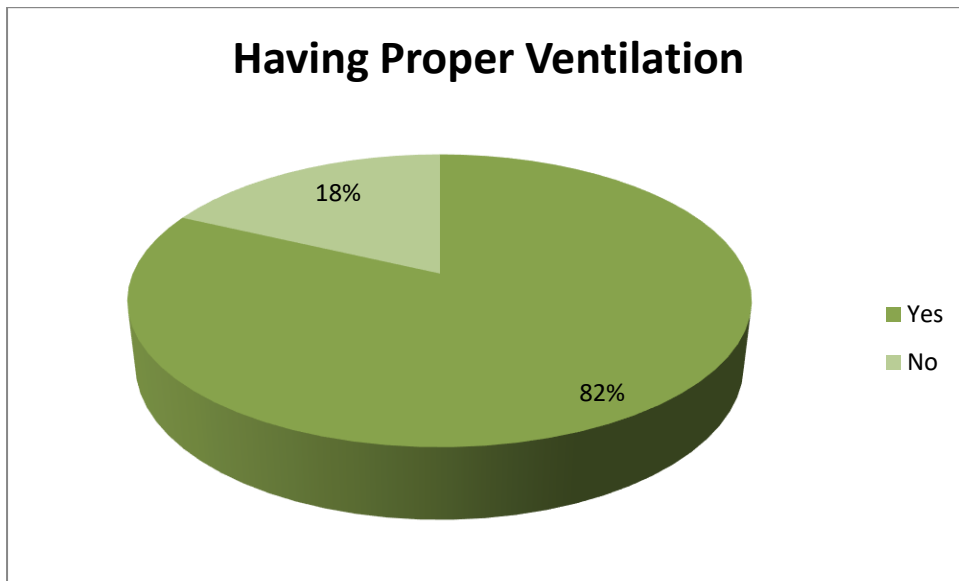


Figure 4.1. The above figure indicates 82% of the respondents are having proper ventilation while 18% does not have a proper ventilation.

5. Educational Status

Figure 5.1. School Dropout in the Household.

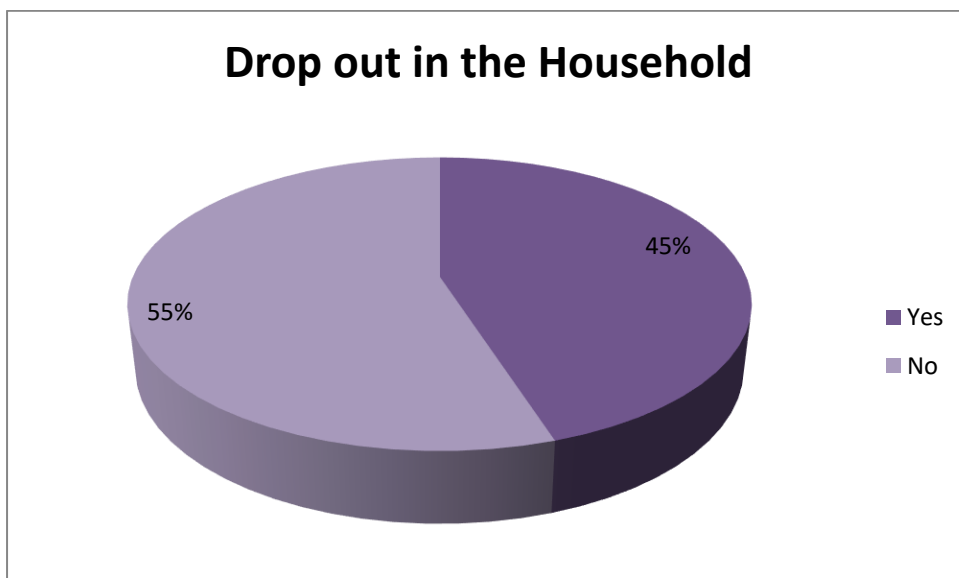


Figure 5.1. The above figure indicates the percentage of school drop outs that are in the household, they are, 45% yes and 55% no.

Figure 5.2. Reasons For School Dropout

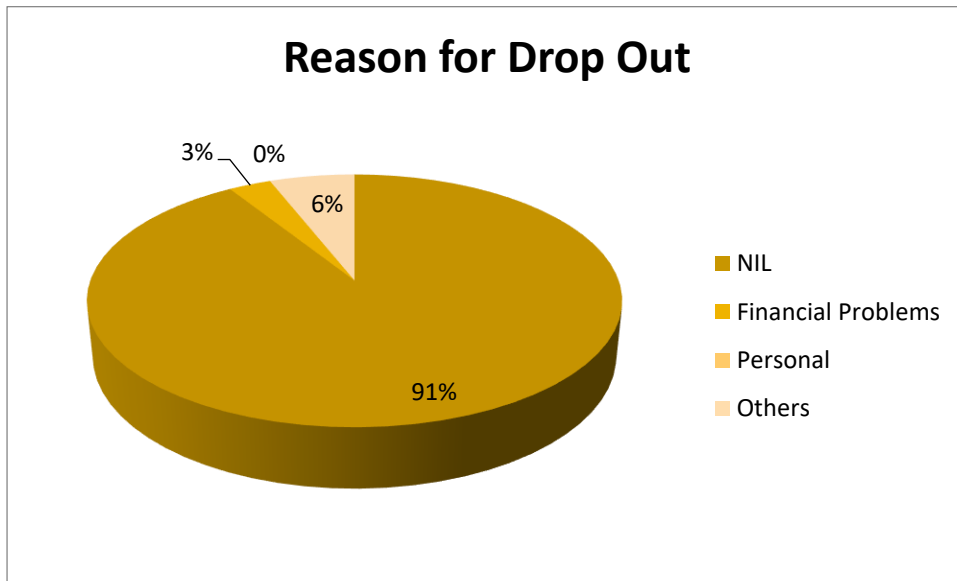


Figure 5.2. The above figure indicates the reasons for school drop-out, there are 91% non-responsive, 3% personal reasons, 6% other reasons, 0% non.

Figure 5.3. Vocational training by members of the household.

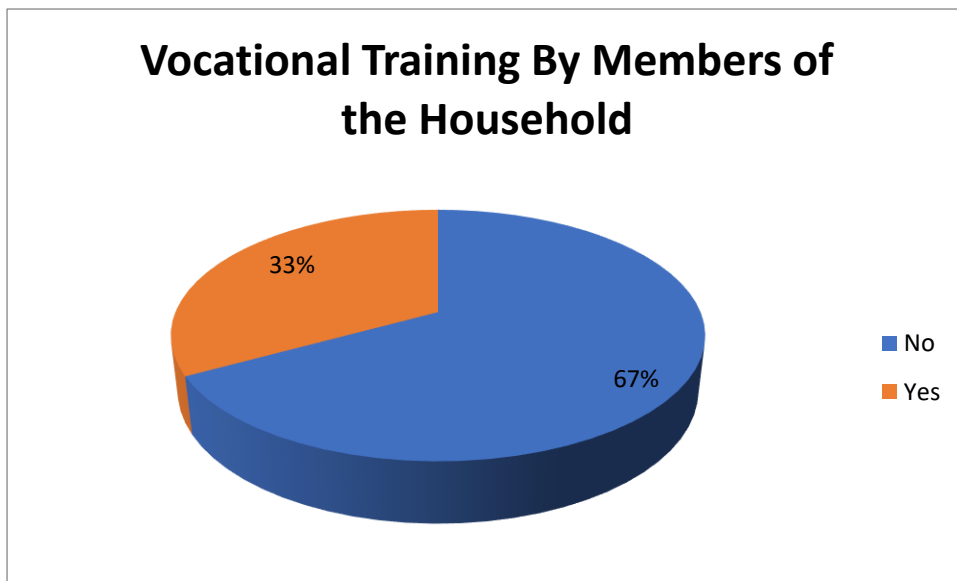


Figure 5.3. The above figure indicates the percentage of vocational training by members of the households, there are, 67% no vocational training while 33% gets vocational training.

6. Water Resources

All respondents shared that they have sufficient water even though in winter and spring is a little problem but not up that extend that they have to buy or no water at all. Also, 76% of the Respondents practice rain water harvesting.

Figure 6.1. Water Source of the Community

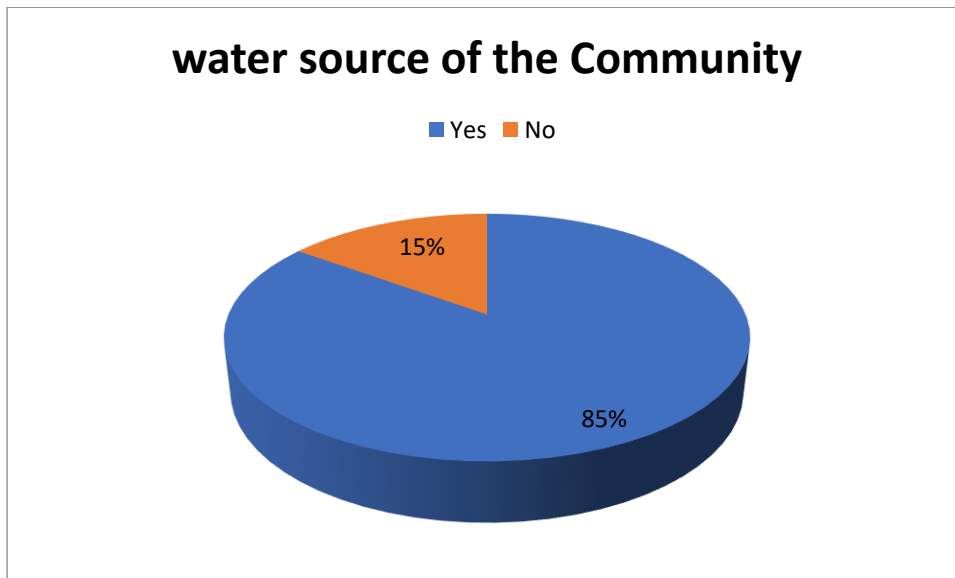


Figure 6.1. The above figure indicates the water source of the community which includes, 15% no and 85% yes.

Figure 6.2. Source of Water

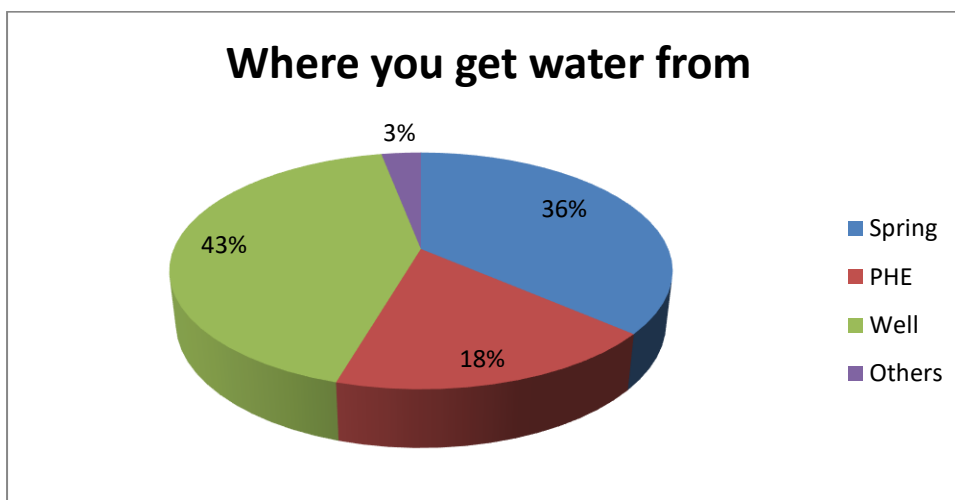


Figure 6.2. The above figure indicates where the respondent gets water from, 36% spring, 18% PHE, 43% well and 3% others.

Figure 6.3. Whether the community people boil their water or use directly from tap

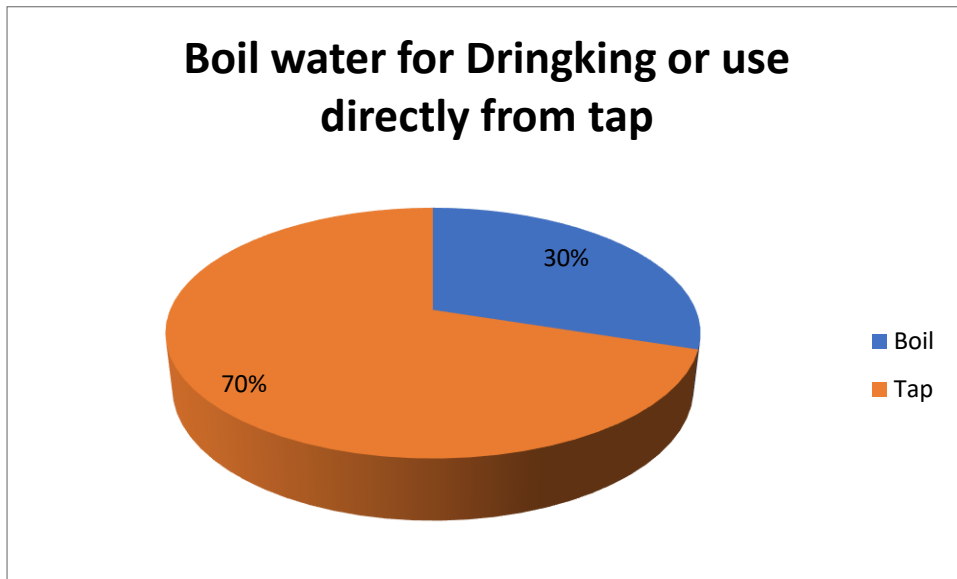


Figure 6.3. The above figure indicates the percentage of boiling water for drinking or use directly from tap, 30% boil while 79% tap.

Figure 6.4. Safe drinking water

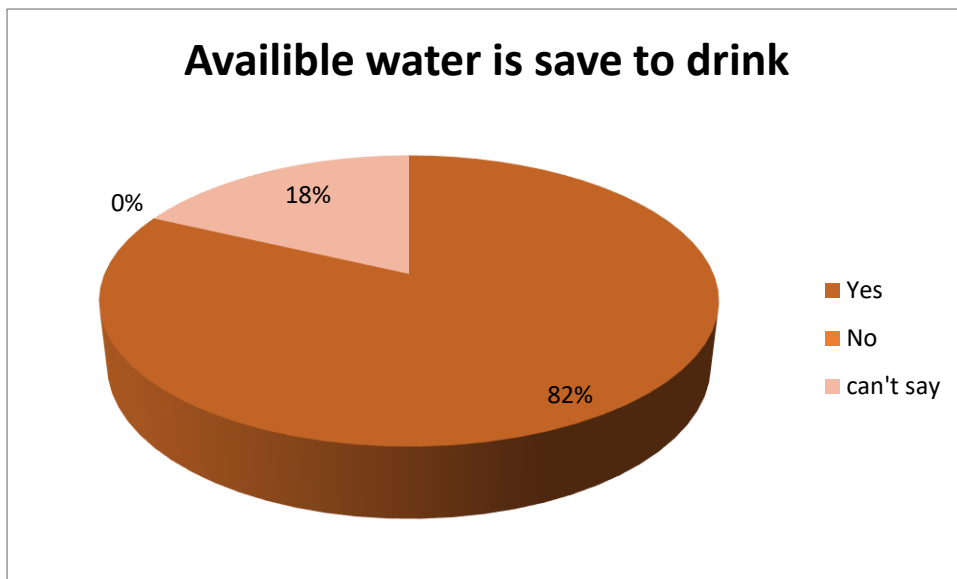


Figure 6.4 The above figure indicates the availability water which is safe to drink for respondents, 82% yes. 18% can't say, while 0% no.

Figure 6.5 Awareness whether water is safe for Drinking

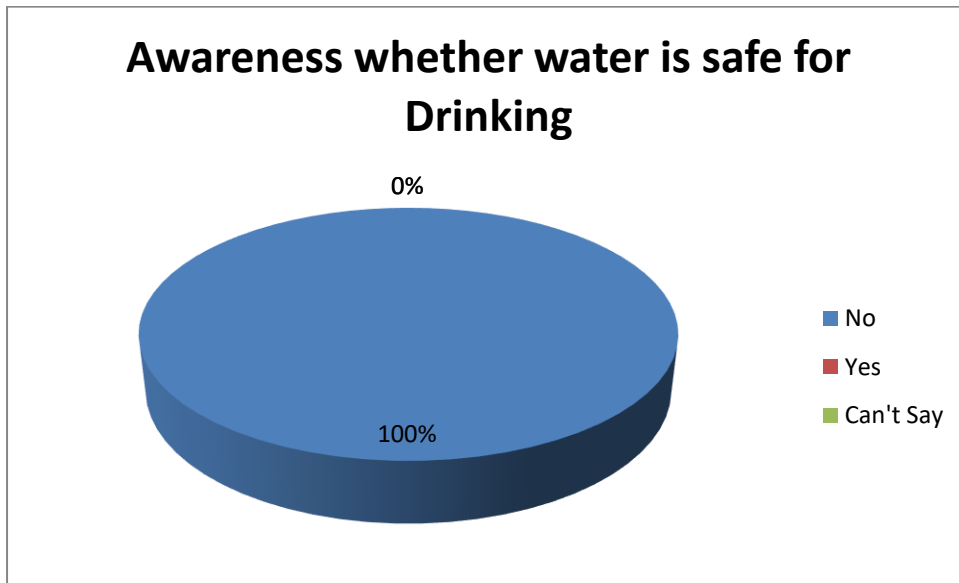


Figure 6.5. The above figure indicates awareness whether water is safe for drinking, according to respondents 100% yes.

Figure 6.6. Scarcity of water

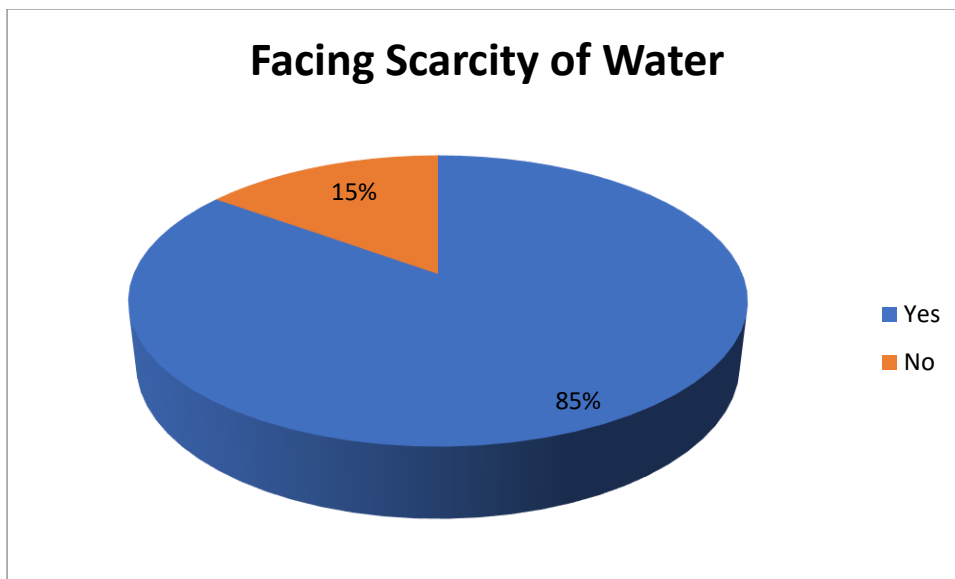


Figure 6.6. The above figure indicates respondents who are facing scarcity of water, they are 85% yes and 15% no.

Figure 6.7. Water Harvesting

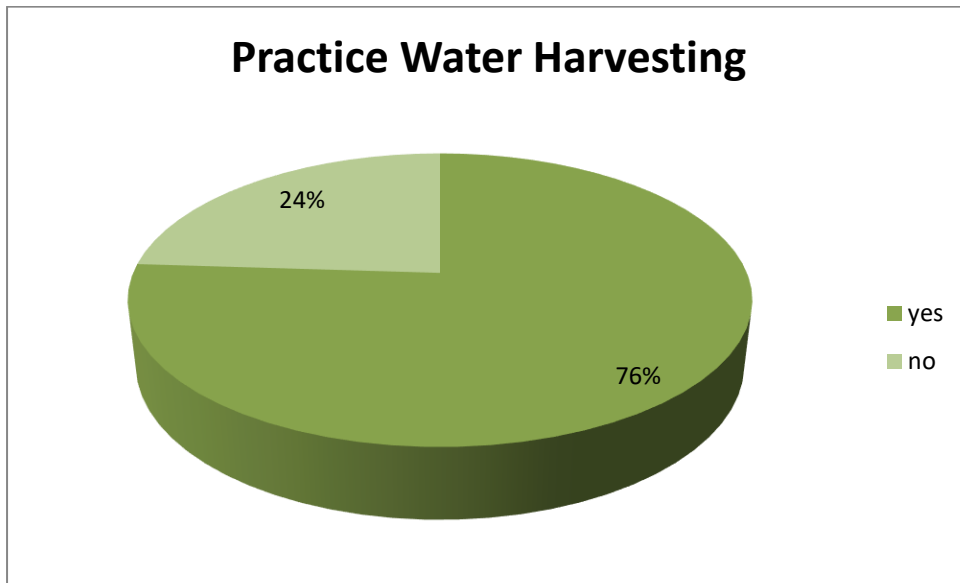


Figure 6.7. The above figure indicates practice of water harvesting of the respondents, which are 76% yes and 24% no.

7. Sanitation

Sanitation of the community was done through observation also. According to the survey it was found out that the community is free of open defecation. Households that have proper toilets (septic tank) are 58% and 21% have pit toilets. 79% of the respondents have proper drainage system at home from the scheme MGNREGS.

Figure 7.1. Waste water from Houses

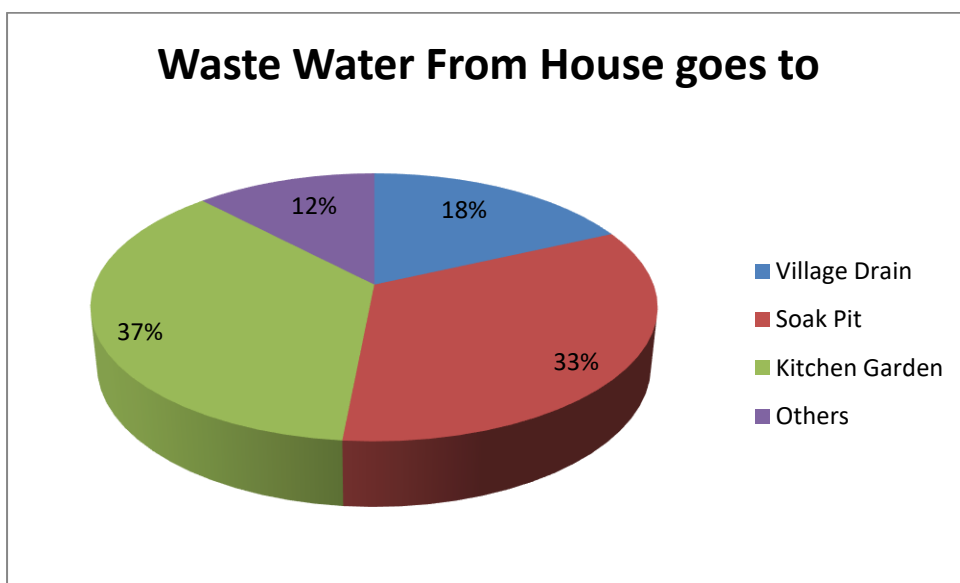


Figure 7.1. The above figure indicates waste water from house goes to, 18% village drain, 33% soak pit,37 % kitchen garden and 12% others.

Figure 7.2. Availability of Toilet

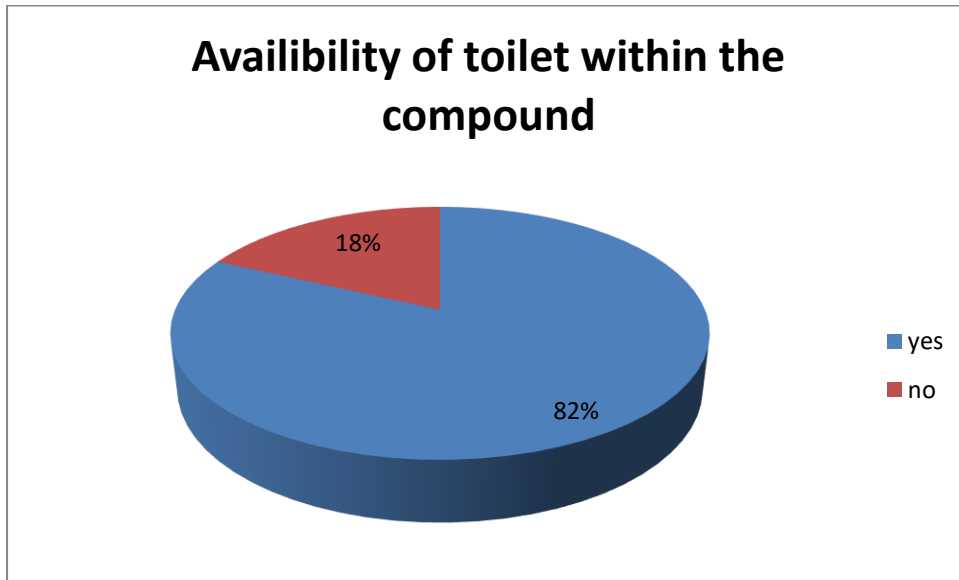


Figure 7.2. The above figure indicates availability of toilet within the compound, according to respondents 82% yes and 18% no.

Figure 7.3. The Types of Toilet

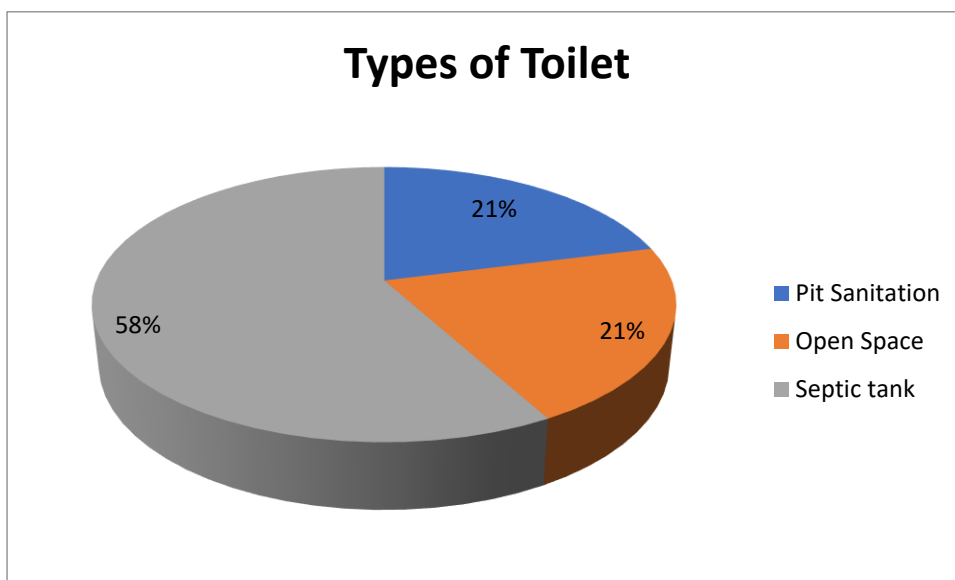


Figure 7.3. The above figure indicates the types of toilets according to respondents, 58% septic tank, 21% pit sanitation and 21% open space.

Figure 7.4. Proper Drainage at home

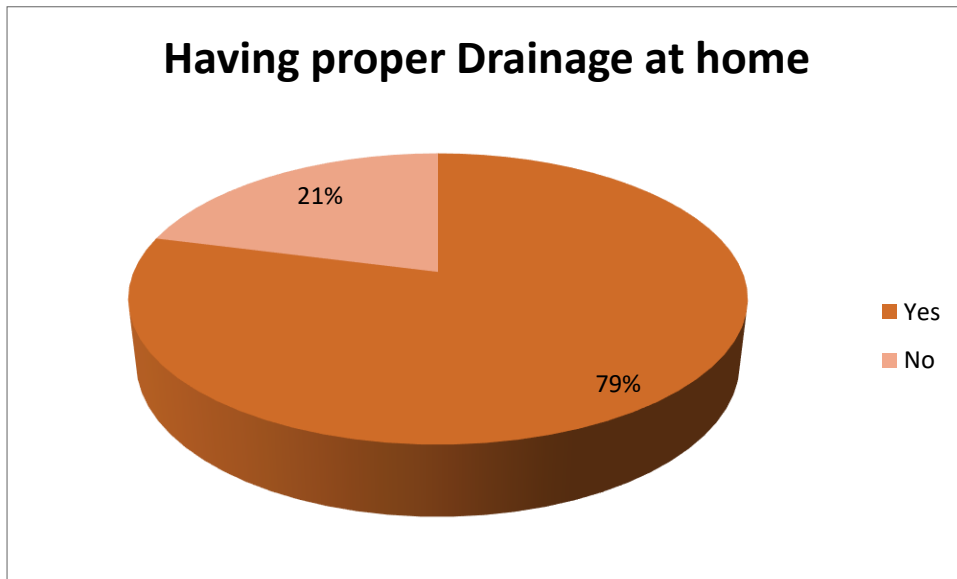


Figure 7.4. The above figure indicates the percentage of respondents having proper drainage at home, there are 79% yes and 21% no.

Figure 7.5. Disposal of waste

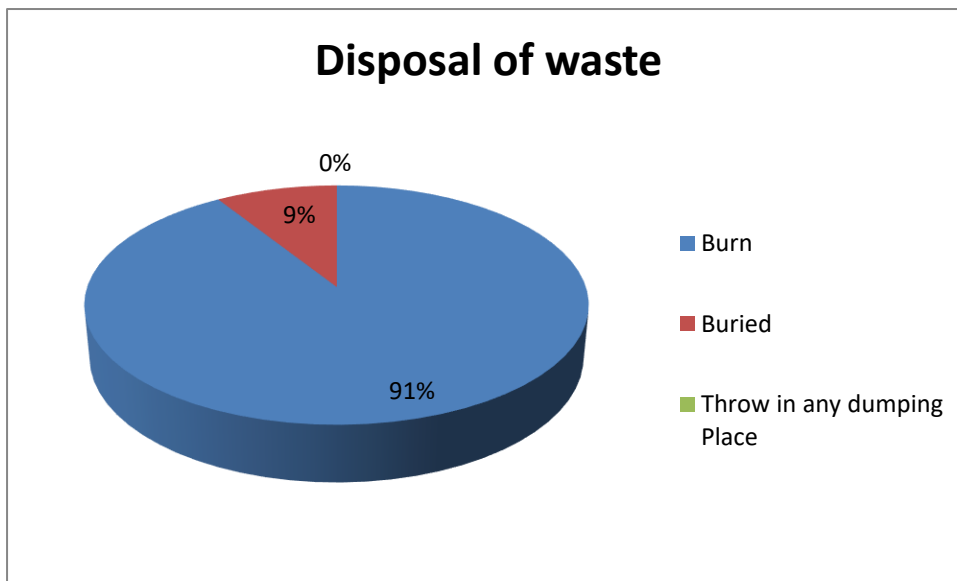


Figure 7.5. The above figure indicates the percentage of disposal of wastes by respondents which according to them. 91% burn, 9% buried and 0 % throws in any dumping place.

8. Cooking Device

In the community the 100% of the Respondents used wood as a cooking device and usually they have to buy the woods.

Figure 8.1. Cooking Device that the Community People used

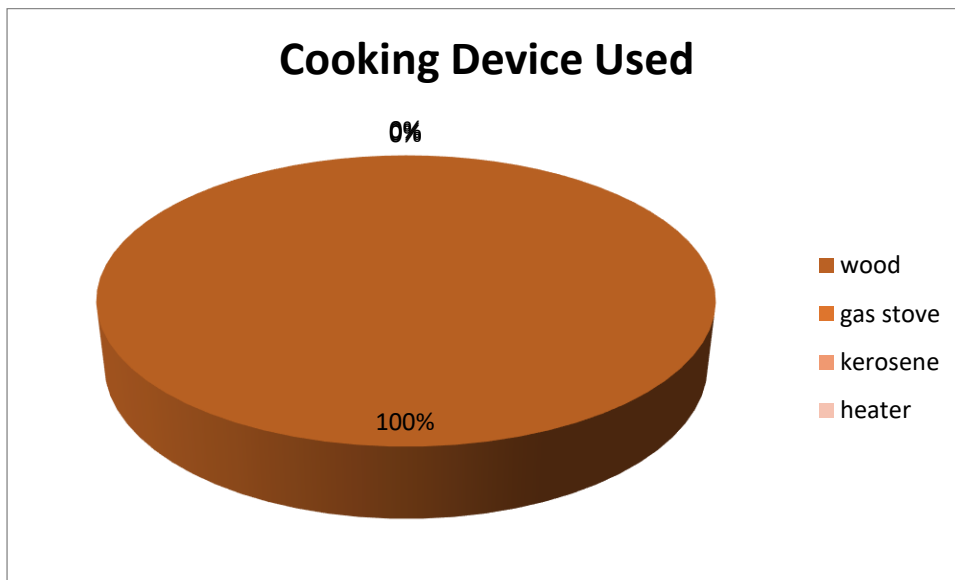


Figure 8.1. The above figure indicates the cooking device used by respondents, which are 100% wood.

Figure 8.2. The Main device used for Cooking

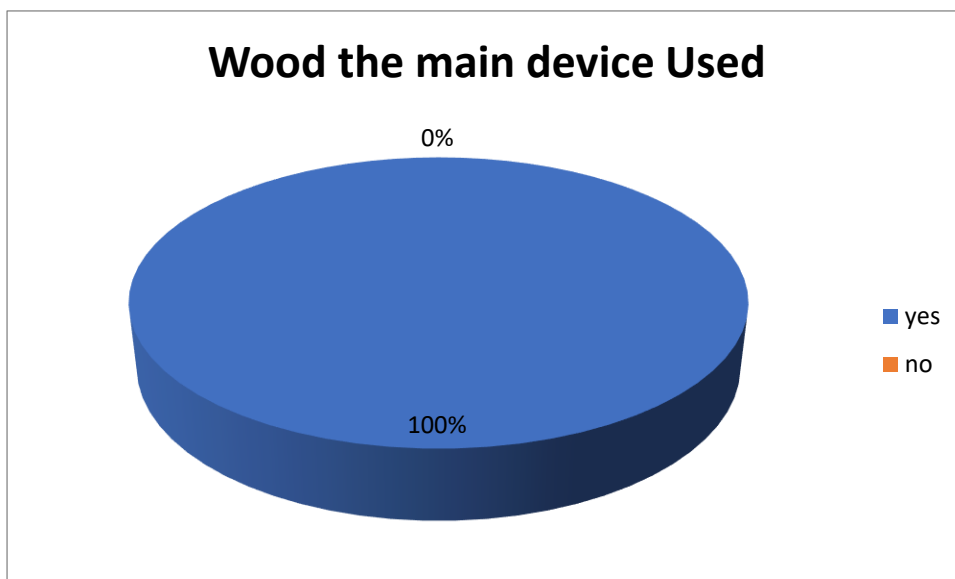


Figure 8.2. The above figure indicates wood as the main device used, which is 100% yes.

Figure 8.3. Purchasing of Wood



Figure 8.3. The above figure according to the respondents, they buy 100% wood for their cooking purposes.

9. Community Forest

The community 85% of the respondents does not have a community forest since land and forest owned by private but they have strict rules and regulations of preservation of forest. Most people depend on their livelihood by producing local vegetables, they use firewood and less gas stove for cooking

Figure 9.1. Availability of Community Forest

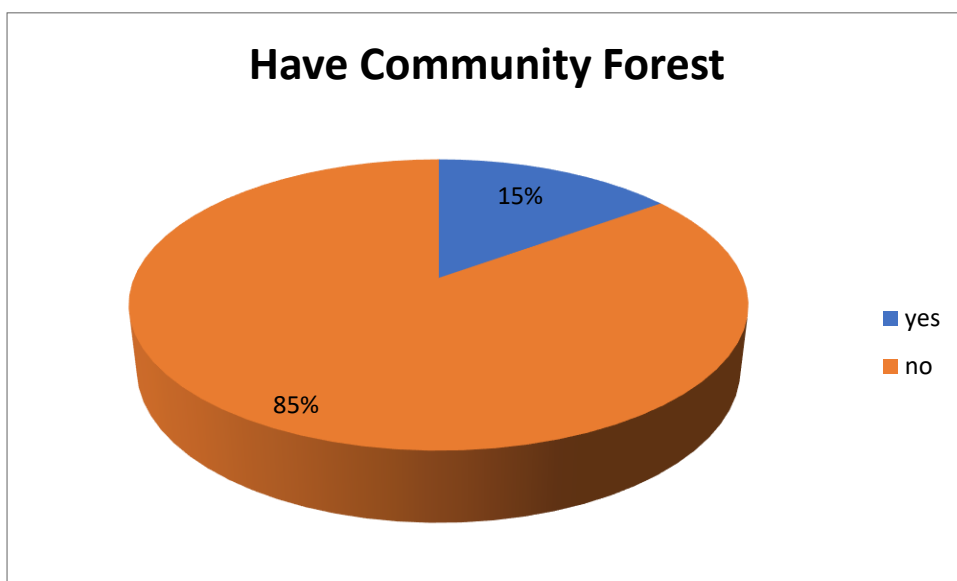


Figure 9.1. The above figure indicates that 85% of respondents does not have a community forest while 15% are avail to community forest.

Figure 9.2. Preserving of waste

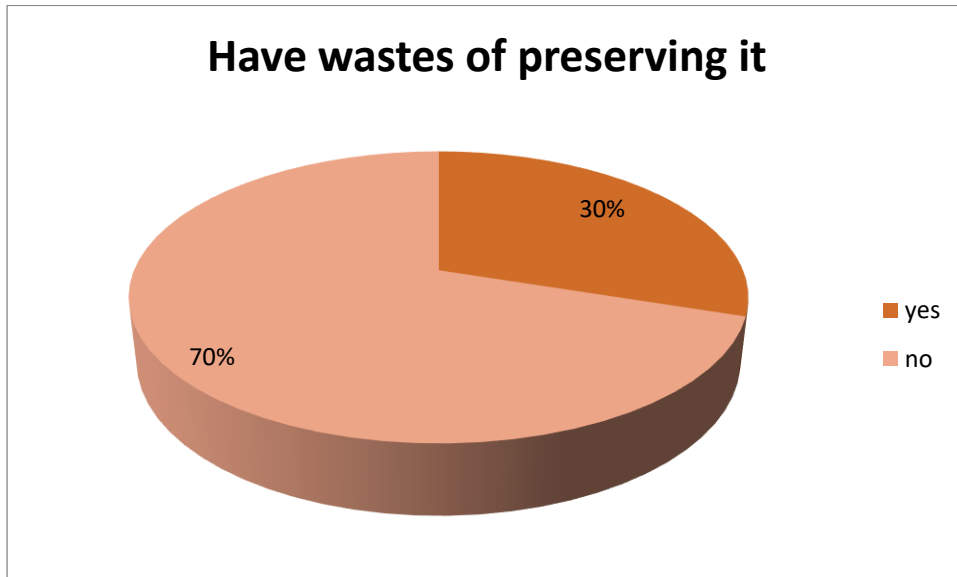


Figure 9.2. The above figure includes the percentage of respondents who have waste of preserving it which are 30%, while 70% does not preserve it

Figure 9.3. Density of Forest

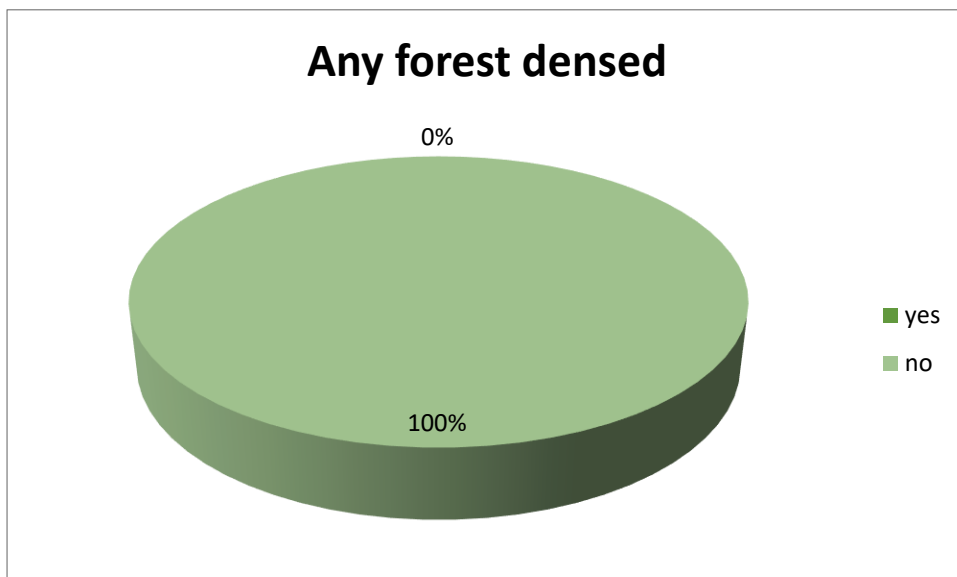


Figure 9.3. The above figure indicates the percentage of the respondents with any dense forest, which according to them is 100% yes.

PARTICIPATORY RURAL APPRAISAL

Transect walk

The student social workers went for transect walk with the guidance of Secretary's son. The student social workers found that the houses in the community are very far from each other, houses are built on the hills, there are many trees, there are three churches (Catholic Church, Presbyterian Church and Church of God) there are three fishing ponds, one Anganwadi centre, two schools upper primary and Lower primary and there is one football ground, one shop and a taxi station near football playground there are two water tank PHE and JJM in the community, there are paddy field, there is one washing place that was constructed in the community under MGNREGS. Pungphrit village road connected (near headman house to the Mawlangbah village is pucca road and most of the roads in the community are kutchra road.



Timeline of Mawdet Village

The student social worker engaged with the Village Secretary and several elderly residents of Mawdet village to glean insights into its historical narrative. Through these interactions, the student social worker learned that the village was initially founded by Nepali settlers. Subsequently, migrants from Rambrai, Mawchad, and Mawskuin arrived and established residence in 1969, prompting the departure of the Nepali populace. Initially dubbed "Mawder" by the Nepali settlers, the appellation transitioned to "Mawdet" following the arrival of settlers from Rambrai, Mawchad, and Mawskuin. The pioneer families to settle in the village included Thyrmiang, Marngar, Nongsiej, and Syiemiong.

The village's religious landscape comprises three predominant denominations: the Roman Catholic Church, the Presbyterian Church, and the Church of God. The Presbyterian Church was instituted in 1983, succeeded by the Church of God in 2007 and the Roman Catholic

Church in 2008. By 2010, the village had established a cemetery. Additionally, the L.P. School was founded in 1996, followed by the U.P. School in 2004, with the majority of educational attainment capped at the Matric level.

Electricity reached the village in 2005, while an Integrated Child Development Services (ICDS) Centre was established in 2006. A metal road was laid down in 2018, with the community hall currently in the construction phase. The village acquired a water tank in 2023. Various government schemes such as the State Rural Livelihood Mission (SRLM), ICDS, Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), Jal Jeevan Mission (JJM), and Meghalaya Health Insurance Scheme (MHIS) are accessible to the residents.

Agricultural pursuits in the village encompass the cultivation of rice, broom, ginger, cabbage, pumpkin, pear, potatoes, and cucumbers, alongside fruits like bananas and lemons. Livestock rearing is prevalent, including pigs, goats, poultry, horses, cows, and buffaloes. Transportation infrastructure is conveniently accessible within the village.

Presently, the village comprises 36 households and serves as the polling station for six villages: Mawdet, Mawlangbah, Stepwon, Mawchad, Marwa, and Pungphreit, all falling under the jurisdiction of the Rambrai Jyrngam Constituency.

Mawdet Village		PRA COMMITTEE		Date - 21.02.2024
<u>TIMELINE</u>				
YEAR	DATE	EVENTS		
1984	-	-	-	-
1985	-	-	-	-
1996	-	-	-	-
2004	-	-	-	-
2005	-	-	-	-
2006	-	-	-	-
2007	-	-	-	-
2008	-	-	-	-
2010	-	-	-	-
2018	-	-	-	-
2023	-	-	-	-
<p>* Student Name 1) Baiekmenlang Swer 2) Kat Swan 3) Baadepgn Kimon Lyngkhai</p>				
<u>TYPE OF SCHEME</u>				
<ul style="list-style-type: none"> • SRWP • ICDS • MGNREGA • JJM • MHIS etc., 				
<u>Agriculture</u>				
<u>Vegetables</u>		<u>FRUITS</u>		
<ul style="list-style-type: none"> • Rice • Broom • Ginger • Cabbage • Potato • Pumpkin • Cucumber 		<ul style="list-style-type: none"> • Orange • Banana • Lemon • Pear 		
<u>REARING</u>				
<ul style="list-style-type: none"> • Pig • Cow • Goat • Poultry • Horse • Buffalo 				
<u>TRANSPORTATION</u>				
good / easy to access.				

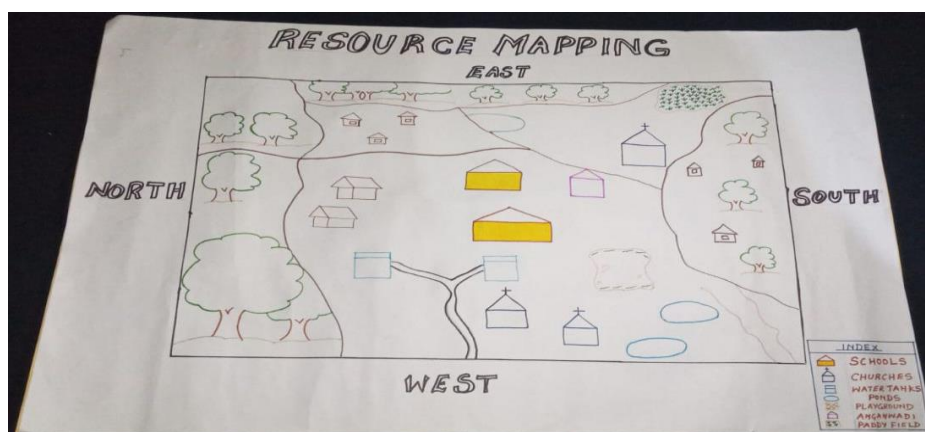
Social mapping

The student Social Workers on conducting the Social Mapping, found that there are 36 households in the community, they found that there are two Schools in the community (One school has lower primary and other school has upper primary and high school levels). In the community there are three churches (Presbyterian Church, Catholic Church and Church of God church). The student Social Workers also found that there is one Anganwadi Centre in the community. They also found that there are three ponds in the community. In this Community they have two water tank and one is Jal Jeevan Mission and the other is the Public Health Engineering. The student social worker also found out that there is one football playground in the community.



Resources mapping

The student social workers, with the community secretary's assistance, conducted resource mapping to pinpoint sources like schools, churches, water resources such as ponds and water tanks, community playgrounds, Anganwadi centre, and paddy fields.



Seasonal Calendar

Objectives: To gain knowledge about the different types of crops grown in the community and the various common illness face by the people throughout the year. And also, to find out the main events or festivals and weather condition face but the community people throughout the season.

Observations: The student social worker while conducting the seasonal calendar observed that the community people were very cooperative and interactive.

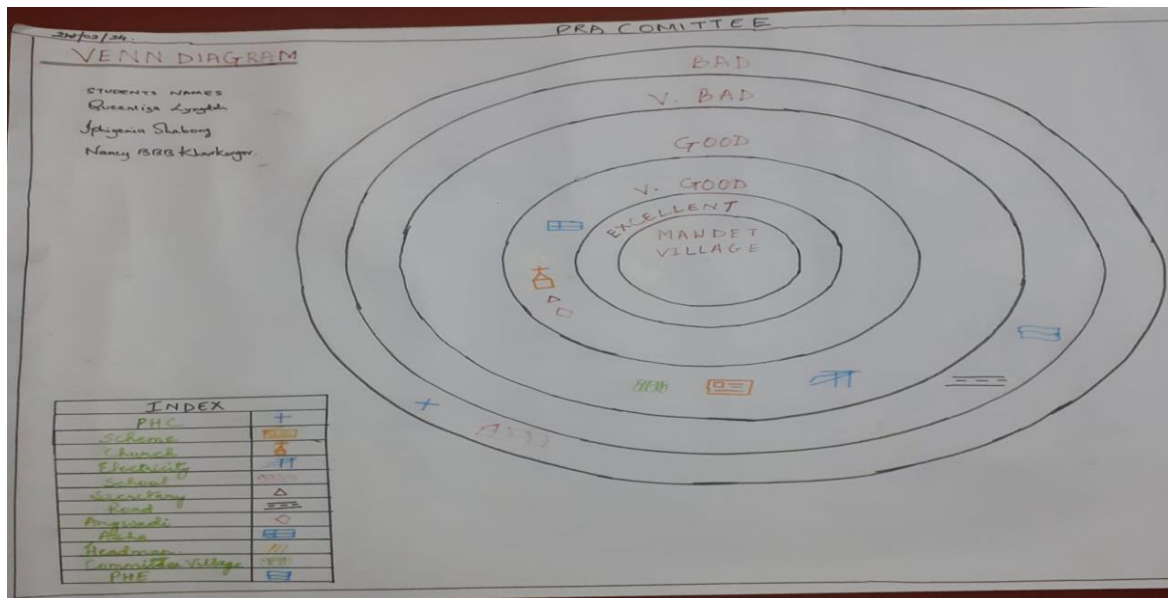
Findings: While interacting with the community people the student social worker found that community people was very helpful and knowledgeable regarding seasonal calendar. They also found they plant different vegetables but most of them plant ginger, broom, yam, rice potato, maize, sweet potato, radish, mustard, chilli, tapioca, cabbage. They also found that the common diseases mostly occurring are common cold, cough, fever, diarrhoea and dysentery. And they also found that the people in the community work throughout the year whether it's rainy or sunny.



Venn diagram

A Venn diagram is a graphical representation of the relationships between different sets or groups of items. It consists of overlapping circles or other shapes, each representing a set, with the overlapping areas indicating commonalities between the sets. Venn diagrams are commonly used in mathematics, logic, statistics, and various fields to visually illustrate the intersections and differences between various elements or concepts. They are named after John Venn, a British mathematician who introduced the concept in the late 19th century.

Objectives: An illustration of circles to show the relationship of the village institutes like health, schools and the functions of the village as a whole. In this activity the village community people's participation is very important in order to get accurate information regarding the community's functions.



- 1st circle – Centre Village (As a whole)
- 2nd Circle -indicate excellent (no comments)
- 3rd Circle -Very good (Asha, Anganwadi, Headmen, Secretary, Church are very good in the community)
- 4th Circle – Good (Scheme, Electricity, Committee people are Good in the community)
- 5th Circle – Very Bad (Road and P.H.E are very Bad in the community)
- 6th Circle- Bad (P.H.C and School are Bad in the Community)

Sports

The Student Social Workers conducted various sports activity for the children of the community such as Football, 50meter Race, Spoon race, Tug of War, Arm wrestling, Mawpoint, Musical Chairs, Team building, Balloon race, In and out game, Biscuits bite and sweet race. The main purpose of these activities is to bring together the children of the community, to teach them the importance of teamwork, to bring out their confidence and to be able to interact without hesitation and to build a rapport relationship with the children of the community.



Optometry Department

The 2nd semester bachelor students of optometry from Bansara Institute of Ophthalmic Science (BIOS), an optometry practice school of Martin Luther Christian University participated in the community camp held at Mawdet village of Nongstoin block. The camp was held for 6 days dated 19.02.24-24.02.24. Total seven no. of students participated in the camp along with the students one intern (VIII semester B. Optom) and Ms. Bansara (optometrist) participated in the camp.

The students and Ms. Bansara held an eye screening camp and an awareness programme at the third day of the camp.

Summary on the eye screening camp

At the third day of the camp i.e. 21.02.24, Wednesday the optometry students held an eye screening camp for the villagers of Mawdet village at Upper Primary School, Mawdet.

There was a total no. of 21 patients. Most of the patients were the older citizens, referral cards were given to the people who came for check-up. Glasses and medicines were prescribed to the patients. Prescribing glasses and visual acuity were done by the intern and Ms. Bansara assisted by Kaling Langkam and Tanyang Riya. The history taking of the patients and visual acuity were done by Iokam Ajik, Ribasuk Rynjah, H. Lalramnunmawii, Lahunshisha Khongsit & Anthlene Mary Rynghlem.

Observation

Most of the patients were diagnosed with presbyopia and others with other refractive errors. One patient was diagnosed with senile cataract. Patients were also diagnosed with Allergy conjunctivitis and vitamin A deficiency.

Summary on eye awareness programme

The students choose the most common eye illness for the awareness programme. The topics were conjunctivitis, cataract, hypertensive retinopathy, diabetic retinopathy,

Retinopathy of prematurity (ROP) & vitamin A deficiency. The students made posters on these topics and were explained to the people via Khasi language. The villagers were explained about the definition, causes, symptoms, preventions and treatments of the eye illness.

Observations:

The villagers got aware with the eye illnesses.

Conclusion

As observed by the students the most common problem the patients were having presbyopia and other refractive errors and the lack of awareness about the common eye illnesses.

The village should be provided with an eye camp once in every six months for better eye care health.



Recreational Activities

The community camp in Mawdet Village, the student social work team organized numerous activities to engage the children. One of these activities was a recreational event featuring a drawing competition, aimed at uncovering and nurturing budding artistic talent among the community members. The activities, including the drawing competition, were carried out over the course of a single day, providing a fun and creative outlet for the children.

The primary goal of these activities was to foster a sense of unity among the children of the community. Through games and interactive exercises like the action song and the in and out game, the student social workers aimed to instil important values such as teamwork and fair play. By participating in these activities, the children not only had fun but also learned valuable lessons about working together and treating others with respect during games and other group activities."



Awareness Programme

The student social worker orchestrated an awareness program on adolescent pregnancy, inviting a Doctor from PHC Rambrai Dr. Riban Marbaniang, Medical Officer in-Charge in Rambrai Primary health Centre as a knowledgeable resource person to elucidate the topic. The session, held at L.P School Mawdet, catered to adolescents aged 13 and above, accompanied by their parents, totalling 41 participants. The program aimed to elucidate the nuances of teenage pregnancy, its repercussions, underlying causes, and potential remedies.

The attentive audience engaged actively with the resource person's discourse, tailored to be comprehensible both to adolescents and parents. Furthermore, interspersed within the program, the student social worker conducted a role-play addressing the intertwined issues of teenage pregnancy and school dropout prevalent in Mawdet Village. This dramatization vividly illustrated the multifaceted challenges posed by adolescent pregnancy, encompassing hindrances to personal growth, educational attainment, and overall societal well-being.

Post-program evaluation revealed heightened comprehension, particularly evident during the role-play segments, suggesting a tangible impact on the participants' understanding of the subject matter.





Cleaning Drive around the Community

Objectives: The objectives of the cleaning drive is to clean the surrounding areas of the community by picking up Biodegradable and non-biodegradable like plastics, and bottles lying around the community and on the roadside.





Focus Group Discussion

Interactive session with the Self Help Group (SHG) in Mawdet:

The Student Social Worker had an interactive session with the SHG's. There are 4 groups of SHG in the community, namely,

1. Shanlem (10 member)
2. Tyllilang (9 member)
3. Nangkiew (9 member)
4. Iatreilang (4 member)

In each group there is President, Secretary, Treasurer, and Members. SHG's was established in the year 2021 March and used to meet once in a week.

The purpose of SHG in Mawdet Village :

The purpose of this group is to help the people who are in need within the village. And through this, they help them by lending money and pay them back in low interest.

Benefits

The SHG deal with the bank and get various scheme. And through these scheme of 8 lakh to build the the building and its still under construction. By having this SHG it is very benefit to the society as a whole, where they are doing cleaning drive, schemes and they are giving loans.

Difficulties that they faced

Some of the members in the group they took light responsibility in contributing the money ones a week, like they agreed. And some of the people who took the load from the group but they failed to pay it back on time.

Schemes

The Self Help Group mostly got their scheme from the bank and from the block in the village

Interactive session with the Teachers:

The Student Social Worker conducted FGD with the teachers of Mawdet Upper Primary School on school drop-outs.

During the discussion with the teachers, they also strongly agreed that the school Drop-out is the main problem in the village.

The following points highlighted by the teacher are as follows:

1. Parents in this village sent their children to school just to know how to read and write.
2. When children lose interest in studying parents don't encourage them to keep studying instead they encourage them to start working in the field or other labour works.
3. Its mentions by the teacher that in a year the average drop-out are 5-6 students. It is also observed that no matter how much efforts the teachers encourage the students to come back to school and computer the studies, it is the family who doesn't co-operate with the teachers.
4. Parents who sent their children to school only expect Government job. Hence, in a village which has newly started class 10 this year they find that students who studied here don't get job and making education use less for them.

5. The teacher also mention that there is Lack of Awareness on education and teenage pregnancy in this village as student who drop out from schools tends to get married in the teenage.
6. The teachers were very appreciated with the FGD because this is the first they had such discussion with the student social workers.
7. It is recorded that every year out of 100%, 20% of the students drop out from school.
8. Mid-Day Meal are given to students thrice in a week as mention by the Headmaster.
9. The teachers expressed that the village are in need of more teachers to teach here as teachers has to take up different subjects together to teach. They have to teach along the subject which they are not specialised in.
10. Overall the teacher express their gratitude towards the student social worker for conduction this FGD. They also feels that this village needs a counsellor or someone qualified or the experience to influence the parents about the value of education that completing school is not only expect government job but there are many opportunities the vocational studies and entrepreneurship that they can pursue after school.





GPS Map Camera
West Khasi Hills, ML, India
Mawdet Domkyrkoh Road, Ri Muliang, West Khasi Hills, 793119, ML, India
Lat 25.673999, Long 91.293464
02/22/2024 09:37 AM GMT+05:30
Note : Captured by GPS Map Camera



GPS Map Camera
West Khasi Hills, ML, India
Mawdet Domkyrkoh Road, Ri Muliang, West Khasi Hills, 793119, ML, India
Lat 25.673784, Long 91.292721
02/22/2024 10:42 AM GMT+05:30
Note : Captured by GPS Map Camera

Cultural Programme

The student social worker organized a cultural program on the 23rd of February in the community, right on the school campus. The program started with a welcome speech and was followed by a welcome song. Prizes were distributed to children who won during the sports and recreational activities. There were showcasing of dance, such as Khasi and Jaintia dances, Garo and Rabha dances, duet songs, group songs, Naga, Mizo and Kuki fusion dance, Phawer, and even the community members also gave some performance. The Phawer performance really got everyone pumped up. The excitement and cheers from the community members have created a lively and energetic atmosphere. It's amazing to see everyone so enthusiastic and involved in the cultural program.

The community people felt excited, engaged, and proud during the cultural program. They expressed joy and unity through their performances and participation. It was a wonderful opportunity for everyone to come together and showcase their talents and cultural heritage.

The program was a successful one even if it was rainy, the student social worker was able to come up with plans and strategies to make this program a successful one.





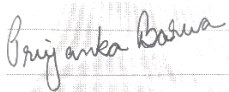


Achievements

Despite the weather challenges, the students made significant accomplishments during the Community Camp, including effective teamwork, meticulous planning, and successful execution of activities. They honed their problem-solving abilities, gained insights into the local community, and conquered stage fright through role-plays and other activities. Moreover, they enhanced their observational and decision-making skills, developed leadership qualities, and established rapport with the community members. The camp also facilitated the formation of personal connections among the students and provided valuable information through baseline surveys. Additionally, they acquired proficiency in various Participatory Rural Appraisal (PRA) tools, further enriching their learning experience

Conclusion

The community camp, held in Mawdet village within the Nongstoin block of the West Khasi Hills District in Meghalaya, proved to be a rewarding and enriching educational endeavor for both students and faculty members. The local residents warmly embraced the initiative and actively participated in the various activities organized by student social workers. Throughout the camp, students had the opportunity to apply the social work skills and tools acquired in the classroom, while engaging in nightly reflections and discussions with their supervising faculty members. This reflective practice significantly deepened their competencies and comprehension of social work principles. As the camp concluded, students departed not only with practical knowledge but also with newfound friendships forged through shared experiences of living and working collaboratively as a cohesive team and brought changes in the community's mindset.



Ms. Priyanka Barua

Name & Signature of faculty In-charge



Dr. Marbabiang Syiemlieh

Dean, School of Social Work