

Social Service Field Work



3rd Trimester Report
Brajkishore Netraheen Balika
Vidyalaya



Acknowledgement

We, the Xavier Institute of Social Service (XISS) students from the Human Resource Management Sec A Team Brajkishore, are incredibly grateful for the opportunity to conduct social fieldwork at Brajkishore Netraheen Balika Vidyalaya.

We sincerely thank our Fr. Director, Dr. Joseph Marianus Kujur SJ, for providing us with this platform to apply our theoretical knowledge in the real world.

We would like to express our heartfelt thanks to our professor, Dr. Indrani Ghatak, for her unwavering guidance, support, and mentorship throughout our journey. Her insights and expertise have significantly shaped our understanding of social fieldwork and its applications.

Lastly, A special note of appreciation goes to our team members, whose collaboration, constructive feedback and shared knowledge have significantly contributed to the quality of our work.

Thank you all for this great learning opportunity and the opportunity to develop ourselves through your invaluable contributions and support.

Regards,

Team Brajkishore

Brajkishore Netraheen Balika Vidyalyaya

60, Booty Road, Bariatu, Ranchi-834009

Group Leaders: (1) Diya Verma - 07

(2) Neelam Kumari – 16

TEAM MEMBERS

S. No.	Name	Roll No.
1.	Sujata Kumari	04
2.	Diya Verma	07
3.	Trishala Kumari	15
4.	Neelam Kumari	16
5.	Priyanka Kumari	22
6.	Yuvraj Kumar	30
7.	Shalini Sakshi	35
8.	Nikku Singh Tomar	37
9.	Rohit Baxla	43
10.	Sarina Smita Khess	44

Day 1

8th January, 2025

Steps of Progress!

The day started with an energetic game of "Simon Says," which was intended to improve clients' focus and responsiveness. This type of game challenges the players to pay attention, follow a command quickly, and share in the fun of the experience, all in recognition of the Idea of Communication. In the context of play, the game is structured while also allowing the players to engage in play behaviour, assisting them in their participation, confidence, and cognitive engagement. Preparation for the Republic Day celebrations followed next and was in full swing, including dance, speech, and poetry. These directly reflect the Principle of Individualization and Progressive Programme Planning, which ensured that every client was involved at their ability level and pace of learning.



Day 2

9th January, 2025

Shaping Progress: Learning, Rhythm, and Expression!

The day began with a hands-on lesson using foam shape cutouts while clients actively participated in learning about and working with various geometric shapes (circles, squares, and triangles). This new experience strengthened their sensory awareness, cognitive development, and spatial awareness. The activity also supported the Principle of Social Learning, as clients discussed their findings, helped each other find shapes, and learned from each other's observations. Afterwards, clients were energetic and engaged in preparing for the Republic Day celebrations. Clients exhibited flexibility and creativity, as they engaged in the new dance choreography with excitement. Other clients participated in reciting poetry and speeches by focusing on their use of voice and articulation to deliver a powerful speech in English, echoing their clarity, impact, and confidence. Today's sessions featured activities that revolved around the Principles of Individualization and Progressive Programme Planning. This allowed for individualized attention for each client, while equally contributing to the group as a whole.



Day 3

15th January, 2025

Practice, Progress and Creativity

The day began with structured rehearsal for the upcoming event, and the clients were engaged in the practice of their speech, song, and dance performances. This had an element of planned group formation, where the structure was clear in terms of roles and purpose, and each client was able to contribute to the rehearsal meaningfully. The Principle of Specific Objectives was put to work by providing clients with clear learning objectives, improving voice modulation in speeches, improving coordination in dance, and improving harmony in songs, to name a few. These targeted practices resulted in clients showing progress and building confidence in their abilities. Through the Principle of Continuous Individualization, the clients received individualized instruction that built off their strengths and addressed their challenges. Some clients needed help building coordination, while others worked on articulation during the learning process, among many ways to promote learning for all clients. After the rehearsals, the group moved into a hands-on craft activity where clients started their work on a lovely wall hanging. The Principle of Flexible Functional Organization was used to modify the activity based on the skill level of clients. Clients needing more help were walked through the process step-by-step, allowing everyone to be engaged in the activity.



Day 4

16/01/2025

Cut & Create: Floral Wall Art 🎨✂️🌟

The session focused on an **inter-centre visit** between MMK and Brajkishore Vidyalaya, fostering **mutual learning and connections**. The main activity was **completing the floral wall art**, where clients created and assembled flowers with guidance, emphasizing the **Principle of Individualization and Acceptance**. MMK members joined in, assisting with **cutting, pasting, and adding final touches**, resulting in a collaborative masterpiece.

The day also included **fun interactions**, with **song performances and chocolates distributed** by MMK members, reinforcing the **Principle of Social Learning**. Towards the end, the team helped clients with **Republic Day rehearsals**, promoting **teamwork and self-confidence**. The session concluded with **happy moments, photos, and meaningful exchanges**, highlighting the **Principle of Non-Judgmental Attitude** and leaving everyone with cherished memories.



Day 5

22/01/2025

Confidence Through Practice! 🇮🇳 🗣️ 🎭

The session was dedicated to **Republic Day preparations**, focusing on **dance, speech, poem, and skit rehearsals**. Clients practised their **dance routines** with enthusiasm, working on synchronization and expressions. **Speech and poem rehearsals** emphasized voice modulation, clarity, and confidence, with clients showing determination despite challenges.

The **skit rehearsal** involved practising **dialogues, timing, and expressions**, encouraging **social learning** through peer observation and support. Personalized feedback, based on the **Principle of Individualization**, helped boost each client's confidence.

The day reinforced the idea that **confidence grows through practice and perseverance**, leaving clients motivated and prepared for their upcoming performances.



Day 6

23/01/2025

Confidence Through Creativity and Rehearsals! 🎨🗣️🌟

The session was a **blend of creativity, rehearsals, and joyful interactions**. A visit from **GMS members** added fresh energy, fostering friendly conversations with clients.

The day began with a **flag-making craft activity**, where clients used **rolled newspaper sticks** and **painted flags in tricolour**, promoting **Effective Resource Utilization** and creativity. This hands-on activity encouraged teamwork and a sense of accomplishment.

Republic Day rehearsals followed, focusing on **dance, song, and speech performances**. Clients worked on **synchronization, clarity, and expression**, showing increasing confidence and enthusiasm.

The session ended on a **musical note**, with a client singing a beautiful song, followed by an impromptu group singing session that filled the room with **laughter and warmth**.

The day was **engaging, productive, and filled with creativity, collaboration, and joy**.



Day 7

26/01/2025

Tiranga ki Shaan, Rashtriya Gaurav ka Parichay !

The **Republic Day celebration** at Brajkishore Vidyalaya was marked by **patriotic fervour, vibrant decorations, and heartfelt performances**. The centre was adorned with **tri-coloured flags, balloons, and handmade crafts** created by clients, reflecting the **Principle of Progressive Program Planning** and fostering a sense of ownership.

The event commenced with a **flag-hoisting ceremony** led by the **principal and mentors**, filling everyone with pride. Clients then showcased their talents through various performances:

- **Speech:** A powerful address on **democracy, equality, and the Constitution**
- **Poems:** Soulful recitations expressing love for the nation
- **Dance Performance:** A vibrant display symbolizing **unity in diversity**
- **Group Song:** A heartfelt rendition of "*Mera Mulk, Mera Desh*"

The event was **seamlessly planned and executed**, with the team managing **seating arrangements and stage transitions**, promoting the **Principle of Social Learning** by encouraging teamwork and responsibility among clients.

The celebration concluded with a **motivational speech by the Chief Guest**, followed by the **distribution of sweets and snacks**, fostering joy and togetherness. The day was filled with **patriotism, unity, and cherished memories**.



Day 8

12/02/2025

Exploring Science Through Group Learning!

The session focused on engaging students in hands-on, interactive learning as they prepared for Science Day. Students were divided into groups, with each group exploring a different science topic: the Water Cycle, Plants & Leaves, 2D & 3D Geometry, Balanced Diet, and Pollution. Using visual aids, drawings, and simple experiments, we facilitated active discussions and encouraged students to ask questions, fostering curiosity and teamwork. The principle of individualization was effectively applied, allowing students to collaborate and learn at their own pace in a supportive environment. By the end of the session, students eagerly shared their learnings, generating excitement for the upcoming Science Day celebration. The session successfully combined scientific exploration, teamwork, and fun, boosting students' and



Day 9

13/02/2025

A Day of Playing Sports for Fun!

The session focused on bringing joy through play, where students engaged in a variety of fun sports activities aimed at promoting teamwork, coordination, and confidence. The games played included Kabaddi, Kho Kho, and Dancing Statue. Kabaddi had students strategizing and tagging opponents, while Kho Kho improved their speed and reflexes through quick sprints and dodges. Dancing Statue challenged students to balance and focus while holding amusing poses. The principles of Social Learning and Individualization were effectively applied. Students learned teamwork, patience, and friendly competition through observation and interaction, while each participant was encouraged to engage at their comfort level. The session concluded with laughter, high-fives, and positive moments, emphasizing that sports are not just about winning but enjoying the game and building friendships. This session was a perfect blend of fun, movement and teamwork.



Day 10

27/02/2025

A Day of Fun, Memory and Celebration!

The session was filled with engaging activities that exercised students' cognitive, creative, and social skills. The day began with a **Memory Game**, where students explored 10 different objects by touch alone, then had to recall and write down as many objects as possible. This activity sharpened their focus, attention to detail, and sensory engagement. Next, **Passing the Parcel** brought an element of surprise and excitement, as students passed the parcel while music played. When the music stopped, the student holding the parcel had to complete a challenge like telling a joke, singing a song line, or mimicking an action, promoting confidence, spontaneity, and teamwork. The session wrapped up with a **Group Song & Dance**, where students participated in a lively performance, encouraging self-expression and unity. The principles of **Social Learning** and **Individualization** were integrated as students worked together and participated in their unique ways. The **Resource Utilization** principle was also showcased, using everyday materials for the activities. The session ended with students reflecting on the fun and learning they experienced, leaving them excited and inspired for future activities.



Day 11

13/03/2025

A Vibrant Farewell: Celebrating Life, Colours and Creativity! 🍷💖💖💖💖

The session was a vibrant blend of celebration, creativity, and cultural joy. The day began with a **Birthday Celebration**, where a team member's special day was shared with our clients. After cutting the cake together, chocolates were distributed, spreading happiness and unity. We then moved on to a **Client Survey**, where we asked our clients about their dreams and aspirations. This was an opportunity to understand their interests and guide them with encouragement and support.

The session continued with a **Holi Craft Activity**, where clients dipped their hands in colourful paint and left their unique handprints on a large chart paper. This collaborative artwork was further decorated with balloons, flower cutouts, and cotton splashes, symbolizing both unity and individuality. Finally, the **Holi Celebration** filled the room with the spirit of the festival, as we joyfully played with Gulal, creating a colourful and joyous atmosphere.

The principles of **Social Learning** and **Individualization** were applied throughout the day, with each client contributing in their unique way while learning the importance of cultural expression and togetherness. The session ended on a high note, filled with gratitude and colourful memories, making it a perfect conclusion to an unforgettable journey.





SOCIAL WORK PRINCIPLES APPLIED DURING THE SOCIAL SERVICE FIELDWORK

Principle of Individualization

Each person has unique skills and interests, and the activities were planned to match these strengths. Whether someone was good at painting, storytelling, sports, or science projects, they got a chance to show their talent. This approach helped build confidence and motivation while making learning enjoyable.

Principle of Self-Determination

Clients were encouraged to make their own choices and express themselves. A survey helped them share their interests, goals, and dreams. They had the freedom to explore different activities in art, sports, and science, allowing them to take control of their learning and grow in confidence.

Principle of Social Learning

Learning happens through teamwork and guidance from facilitators. Clients participated in sports events, group art projects, and science exhibitions, learning from each other. Doing activities together helped them develop teamwork, problem-solving, and communication skills in a fun and interactive way.

Principle of Communication

Good communication was key to understanding what clients needed and wanted. The survey helped facilitators plan activities that matched their interests. Clear instructions, helpful feedback, and encouragement were given throughout, making sure everyone felt supported and motivated to take part.

Principle of Resource Utilization

Using materials wisely was an important part of the activities. Clients created beautiful floral wall art and Holi crafts with simple materials, showing creativity and sustainability. The science exhibition also encouraged innovation by making the most out of limited resources. This approach helped them develop problem-solving skills and think creatively about using what is available.

Principle of Progressive Program Planning

The sessions were structured with a step-by-step approach, starting from client engagement (survey), followed by skill-building (art, science, and sports), and ending with celebration (Holi festival and farewell gathering). Activities built upon each other, ensuring continuous growth, engagement, and meaningful participation. The program focused on long-term impact, ensuring that clients left with skills, memories, and a sense of accomplishment.



Principle of Meaningful Relationship

This is one of the most important Principles of social work which is very crucial for effective interventions. Spending time with our clients, listening to their concerns and supporting them helped us build trust with them. After spending more than 20 sessions at Brajkishore our clients started communicating more effectively with us. This clearly shows that building relationships is progressive and significant for effective interventions.

Principle of Guided Group Interaction

Guided group interaction means creating a space where verbal and tactile experiences replace visual cues, ensuring every student actively participates through structured discussions and collaborative activities. Through this approach, we especially focused on cultivating peer support and shared learning.

Principle of Non-Judgmental Attitude

Adopting a "nonjudgmental attitude" requires deep empathy, recognition of each student's unique challenges, and validation of their feelings without assumptions about their abilities or limitations. We have tried our best to create a safe, inclusive environment that celebrates individual strengths and promotes self-worth.



INDIVIDUAL CONTRIBUTION

SUJATA (04)

- During the Republic Day Celebration, I took on a key role in setting the tone for the festivities by helping with venue adornment.
- I mentored clients in designing India's flag using various art materials, nurturing their imagination and national pride.
- Prior to the celebration, I contributed to fine-tuning the tribal dance group's presentation, ensuring they felt poised and self-assured.
- I also collaborated with clients on theatrical performances, cultivating their expressive skills and collaborative spirit.
- To enhance cognitive growth, I helped coordinate a Memory Recall activity to evaluate clients' retention capabilities.
- I immersed clients in engaging activities like Musical Chairs and Red Light, Green Light, promoting swift responses, concentration, and teamwork.
- Furthermore, I facilitated artisanal workshops where clients crafted colorful paper art, including floral decorations.
- As part of my inter-center visit, I toured MMK High School and GMS Bariatu, accumulating valuable experiences. At GMS, I joined in a lively game of Kabbadi, while at MMK, I lent support to instructional activities.



DIYA VERMA (07)

- I assisted in creating decorative wall hangings to enhance the learning environment and encourage creative expression.
- I coordinated Science Day activities, organizing interactive experiments and discussions to spark curiosity and engagement among clients.
- I visited MMK Centre and conducted a 'Best Out of Waste' session, encouraging sustainable creativity and resourcefulness among clients.
- I visited the GMS Centre and actively contributed to Republic Day practice, supporting participants in refining their performances.
- I coordinated dance practice sessions, ensuring synchronization and confidence among participants.
- I organized a Republic Day flag-making session, guiding clients in understanding its significance while engaging in creative expression.
- I planned and conducted a Sports Day in collaboration with members from other centres, promoting teamwork, sportsmanship, and physical fitness.
- I facilitated the Republic Day celebration, bringing together all members in a patriotic and inclusive event.
- I used cut-out shapes to teach children about different geometric figures, making the learning process interactive and engaging.

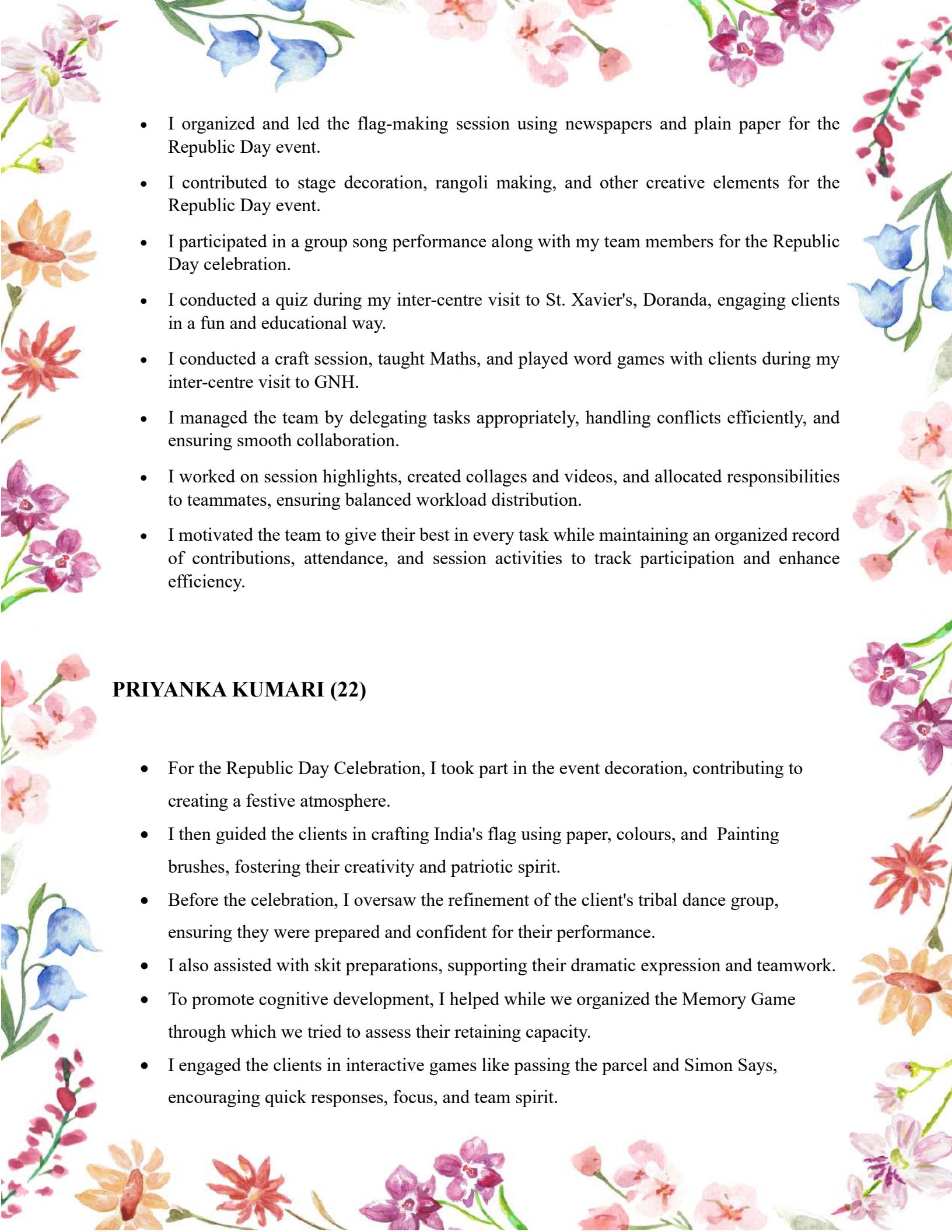


TRISHALA KUMARI (15)

- Assisted a client in preparing her speech on *The Life of Jawaharlal Nehru*, helping her structure and refine her content.
- Explained the process of making **paper roses** during a craft session, ensuring the client understood the steps.
- Guided a client in **cutting flower shapes**, helping her feel the textures, describing the colours of chart paper, and assisting in pasting and adding finishing touches.
- Assisted clients in **rolling newspapers to form a flagpole**, described the colours of the Indian flag, and encouraged them to feel the textures of different materials used.
- Played a major role in decorating the venue with **tricoloured flag balloons and handmade crafts**, contributing to a festive and patriotic atmosphere on Republic Day.
- Helped clients **smoothly reach the stage**, ensuring they felt confident and supported during their performances.

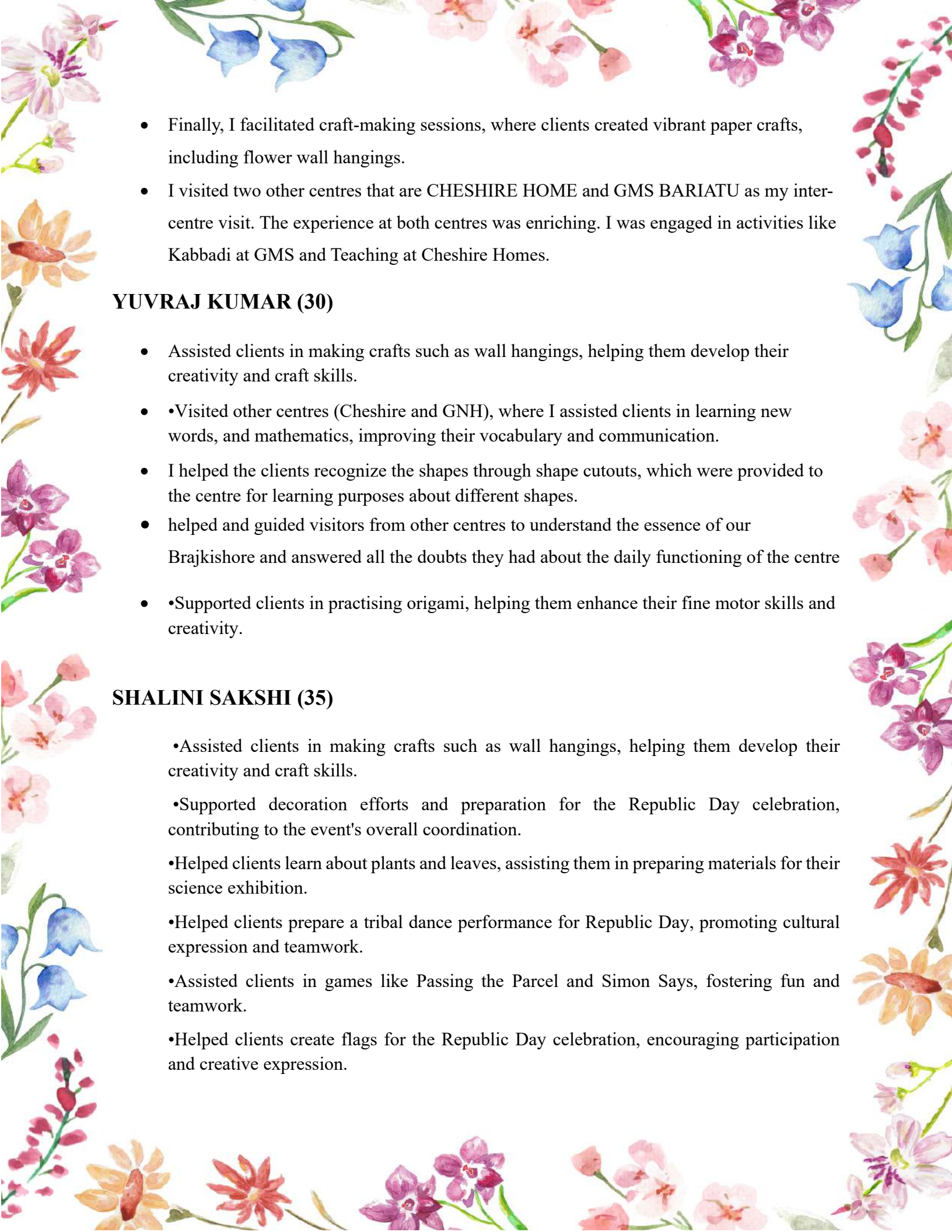
NEELAM KUMARI (16)

- I taught Class 5 clients using handouts provided by the Centre, ensuring clear and effective communication with the clients.
- I organised and led the wall-hanging craft activity, where clients created paper crafts that were later gifted to them.
- I led the Holi celebration, which included a handprint craft activity. Clients put their handprints on chart paper, and we decorated it with balloons and flower cutouts, making it a colourful and fun experience.
- I celebrated my pre-birthday with the clients, gifting them a clay set as a token of appreciation on the last day.
- I organized and led the memory game, where clients interacted with 10 different objects and later recalled as many items as they could from the list.
- I assisted clients in preparing for the Republic Day celebration, including helping with their dance, poem, and skit performances.

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- I organized and led the flag-making session using newspapers and plain paper for the Republic Day event.
 - I contributed to stage decoration, rangoli making, and other creative elements for the Republic Day event.
 - I participated in a group song performance along with my team members for the Republic Day celebration.
 - I conducted a quiz during my inter-centre visit to St. Xavier's, Doranda, engaging clients in a fun and educational way.
 - I conducted a craft session, taught Maths, and played word games with clients during my inter-centre visit to GNH.
 - I managed the team by delegating tasks appropriately, handling conflicts efficiently, and ensuring smooth collaboration.
 - I worked on session highlights, created collages and videos, and allocated responsibilities to teammates, ensuring balanced workload distribution.
 - I motivated the team to give their best in every task while maintaining an organized record of contributions, attendance, and session activities to track participation and enhance efficiency.

PRIYANKA KUMARI (22)

- For the Republic Day Celebration, I took part in the event decoration, contributing to creating a festive atmosphere.
- I then guided the clients in crafting India's flag using paper, colours, and Painting brushes, fostering their creativity and patriotic spirit.
- Before the celebration, I oversaw the refinement of the client's tribal dance group, ensuring they were prepared and confident for their performance.
- I also assisted with skit preparations, supporting their dramatic expression and teamwork.
- To promote cognitive development, I helped while we organized the Memory Game through which we tried to assess their retaining capacity.
- I engaged the clients in interactive games like passing the parcel and Simon Says, encouraging quick responses, focus, and team spirit.

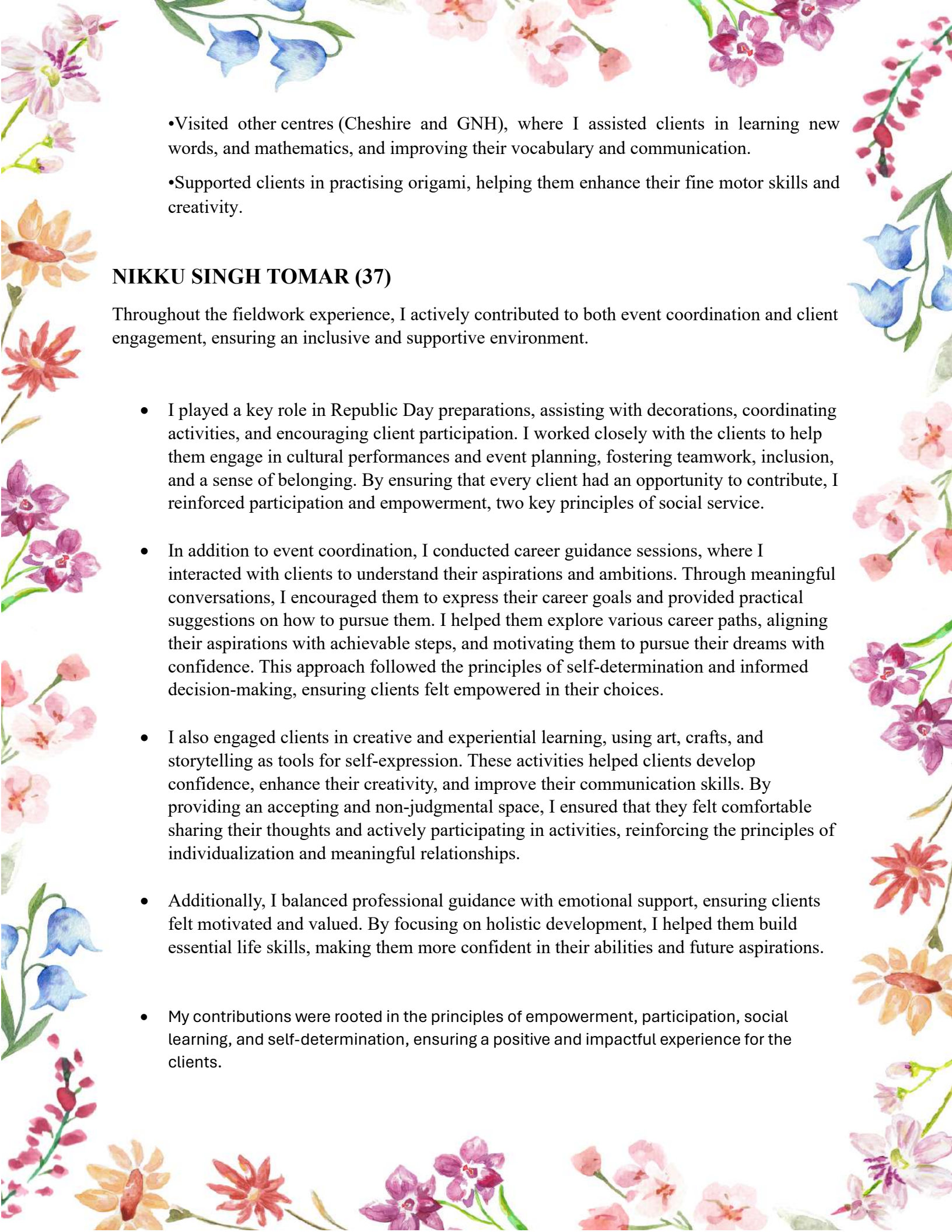
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- Finally, I facilitated craft-making sessions, where clients created vibrant paper crafts, including flower wall hangings.
 - I visited two other centres that are CHESHIRE HOME and GMS BARIATU as my inter-centre visit. The experience at both centres was enriching. I was engaged in activities like Kabbadi at GMS and Teaching at Cheshire Homes.

YUVRAJ KUMAR (30)

- Assisted clients in making crafts such as wall hangings, helping them develop their creativity and craft skills.
- Visited other centres (Cheshire and GNH), where I assisted clients in learning new words, and mathematics, improving their vocabulary and communication.
- I helped the clients recognize the shapes through shape cutouts, which were provided to the centre for learning purposes about different shapes.
- helped and guided visitors from other centres to understand the essence of our Brajkishore and answered all the doubts they had about the daily functioning of the centre
- Supported clients in practising origami, helping them enhance their fine motor skills and creativity.

SHALINI SAKSHI (35)

- Assisted clients in making crafts such as wall hangings, helping them develop their creativity and craft skills.
- Supported decoration efforts and preparation for the Republic Day celebration, contributing to the event's overall coordination.
- Helped clients learn about plants and leaves, assisting them in preparing materials for their science exhibition.
- Helped clients prepare a tribal dance performance for Republic Day, promoting cultural expression and teamwork.
- Assisted clients in games like Passing the Parcel and Simon Says, fostering fun and teamwork.
- Helped clients create flags for the Republic Day celebration, encouraging participation and creative expression.

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- Visited other centres (Cheshire and GNH), where I assisted clients in learning new words, and mathematics, and improving their vocabulary and communication.
 - Supported clients in practising origami, helping them enhance their fine motor skills and creativity.

NIKKU SINGH TOMAR (37)

Throughout the fieldwork experience, I actively contributed to both event coordination and client engagement, ensuring an inclusive and supportive environment.

- I played a key role in Republic Day preparations, assisting with decorations, coordinating activities, and encouraging client participation. I worked closely with the clients to help them engage in cultural performances and event planning, fostering teamwork, inclusion, and a sense of belonging. By ensuring that every client had an opportunity to contribute, I reinforced participation and empowerment, two key principles of social service.
- In addition to event coordination, I conducted career guidance sessions, where I interacted with clients to understand their aspirations and ambitions. Through meaningful conversations, I encouraged them to express their career goals and provided practical suggestions on how to pursue them. I helped them explore various career paths, aligning their aspirations with achievable steps, and motivating them to pursue their dreams with confidence. This approach followed the principles of self-determination and informed decision-making, ensuring clients felt empowered in their choices.
- I also engaged clients in creative and experiential learning, using art, crafts, and storytelling as tools for self-expression. These activities helped clients develop confidence, enhance their creativity, and improve their communication skills. By providing an accepting and non-judgmental space, I ensured that they felt comfortable sharing their thoughts and actively participating in activities, reinforcing the principles of individualization and meaningful relationships.
- Additionally, I balanced professional guidance with emotional support, ensuring clients felt motivated and valued. By focusing on holistic development, I helped them build essential life skills, making them more confident in their abilities and future aspirations.
- My contributions were rooted in the principles of empowerment, participation, social learning, and self-determination, ensuring a positive and impactful experience for the clients.



ROHIT BAXLA (43)

- I assisted the clients during the craft-making sessions, enabling them to create colourful crafts with paper, including a flower wall hanging.
- I helped the clients recognize the shapes through shape cutouts, which were provided to the centre for learning purposes about different shapes.
- I assisted clients in playing games, engaging them in fun activities such as passing the parcel and the Simon Says game, which fostered a sense of team spirit and promoted their physical and mental well-being, enabling them to respond quickly and maintain focus.
- For the 26th January preparations, I oversaw the improvements and enhancements of the client's tribal dance group, ensuring the clients were thorough and confident.
- Assisted clients with their skit preparations for the program.
- I guided the clients in creating India's flag by themselves using paper, tricolours, painting, and colouring with candle colours for the Republic Day Celebration.
- I participated in the decoration activity for the Republic Day Celebration Event that we hosted.
- I also participated in Inter-center visits to two other centres: one to MMK and the other to SXD, where I collaborated and exchanged learning experiences, gaining insight into the other centres.
- In all, I actively worked with my group to ensure the smooth running of daily activities during our visits, coordinating tasks efficiently.
- I also took on the role of capturing most of the moments and activities during our centre visits and sharing them with the group.

SARINA SMITA KHESS (44)

- Helped clients prepare for Republic Day celebrations by choreographing the Nagpuri dance and supporting the clients in the dance. Also helped them memorize poems and speeches.
- Assisted in an art experience making flags, helping the clients create with newspaper sticks and painting. Helped engage the clients in the process.
- Took part in developing awareness for educational opportunities for visually impaired children at the inter-centre visit.
- Supported event management for Republic Day and ensured transitions and seating occurred smoothly.



OUR INTER CENTER VISIT JOURNEY

CHESHIRE HOME

MEMBERS VISITED:

Trishala Kumari (15), Priyanka Kumari (21) , Yuvraj Kumar (30), Shalini Sakshi (35)

As part of our **Inter Centre visit**, our team had the opportunity to visit **Cheshire Home**, a centre that provides care, treatment, and rehabilitation for individuals with physical disabilities across different age groups. This visit was a unique experience for all of us, as it exposed us to a different social work environment compared to our regular centre, **Braj Kishore Netraheen Balika Vidyalaya**, which primarily supports visually impaired underprivileged girls.

Upon our arrival, we were warmly welcomed by the team members at Cheshire Home. Our primary task for the day was to engage with the clients through teaching. Each of us was assigned different topics, and we interacted with the clients based on their learning capabilities. One striking observation we made was how **intelligent and enthusiastic the clients were**—many of them had a strong grasp of the topics we introduced. This reinforced the **Principle of Individualization**, as we had to adjust our teaching methods based on the client's prior knowledge and abilities.

Beyond teaching, we also engaged in **a game of Lock and Key**, which brought an uplifting and joyful energy to the group. This activity highlighted the **importance of emotional well-being and social interaction**, reminding us that inclusivity in activities fosters a sense of belonging. It also demonstrated the **Principle of Acceptance**, as the focus was not on their physical limitations but rather on their active participation and enjoyment.

Key Takeaways from Our Visit:

1. **Diverse Needs Require Adaptive Approaches:** Compared to our regular centre, Cheshire Home presented a different set of challenges. While at **Braj Kishore Netraheen Balika Vidyalaya**, we focus on helping students overcome learning barriers due to visual impairment, at Cheshire Home, the emphasis was on physical care and rehabilitation.
2. **Strength Over Struggles:** We learned that disabilities do not define intelligence or capability. The clients at Cheshire Home displayed a deep eagerness to learn and actively engage in activities.
3. **Emotional Well-being is as Important as Physical Support:** While medical and physical care is crucial, interactive and social activities play a vital role in **boosting confidence and fostering a sense of joy and community**.
4. **Collaboration Enhances Learning:** Working together as a team allowed us to observe, exchange ideas, and support each other in effectively engaging with the clients.

Overall, this visit was a **deeply insightful experience** for all of us. It helped broaden our understanding of **different social work settings** and reinforced the importance of **tailoring our approaches to meet the unique needs of different client groups**. This experience will undoubtedly shape our perspective and approach in our future social work endeavours.





GNH

Members visited:

**Neelam Kumari (16), Shalini Sakshi (35), Sarina Smita Khess (44), Yuvraj Kumar(30)
Nikku Singh Tomar (37)**

Our visit to Guru Nanak Home (GNH) was a true learning experience, involving meaningful discussions, educational activities, and game-playing. When we arrived, the staff and clients welcomed us with such warmth, allowing for a friendly atmosphere for the activities of the day. Also, the centre was located in a peaceful environment that supported learning, creativity, and socialization for everyone present. In the early part of the day, we worked both collaboratively and independently with clients honing educational or skill awareness. Specifically, we worked with some clients to enhance their origami creation skills and make sure they would be able to finish the project independently. In addition, we were approached by clients with a desire to focus on academic subjects like Mathematics, English, and Hindi, and we assist clients with their unique learning needs. The principle of Progressive Programme Experience was observed, as we were involved in both creative and educational experiences in a balanced, holistic approach to learning. After the study program, we took the clients out to an outdoor area for play, analyzing the value of play and movement for social interaction and well-being. A friendly game of cricket quickly led to a lively and spirited affair with several clients illustrating excitement, team play, and determination. The Principle of Democratic Self-Determination was also applied as each client could choose their own experience and level of engagement in their comfort zone.

In addition to scheduled activities, we had time to engage with clients in more personal ways and learn about their dreams, aspirations, and interests. These conversations amplified our sense of their distinctiveness, personal motivations, and what it is like for them on a day-to-day basis. This

The aspect of our visit was very much consistent with the Principle of Continuous Individualization as we were acknowledging their unique self and personal development throughout the visit by hearing each client's stories, strengths and aspirations.





MMK School

Members visited:

Sujata Kumari (4), Diya Verma (7), Rohit Baxla (43), Sarina Smita Khess (44) Nikku Singh Tomar (37)

As part of our Inter-Centre Visit, our team visited the MMK School, which gave us a rare opportunity to see a new learning environment and social context. We interacted with a diverse student population that gave us a new perspective on education and engagement strategies. We saw students enthusiastically practising for their Republic Day celebrations. Their commitment and discipline to rehearsing dance performances, speeches, and other presentations all demonstrated patriotism and teamwork. This experience exemplified the Principle of Social Learning as we were able to observe how the practice of structured learning and peer encouragement helped to support students' confidence and teamwork. The MMK team had prepared a special activity to commemorate National Start-Up Day. Clients were encouraged to develop an artwork or product out of scrap materials and then pitch their idea as a viable product. This activity provided an enjoyable way to be creative and think out of the box and had a lot of fun with the process, all while demonstrating the Principle of Guided Group Interaction. The clients became very collaborative and supportive when sharing their ideas; so, the contributing principle of building confidence and decreasing anxiety was also demonstrated. This activity demonstrated the Principle of Resource Utilization, as students were able to repurpose something ordinary into something meaningful. To wrap up the visit, we engaged in an interactive discussion with the MMK School Principal. This opportunity provided a way for us to exchange ideas on

We explored various creative practices to enhance our students' educational experience. In our discussions, we focused on the importance of creating inclusive learning environments that accommodate diverse learning styles and backgrounds. We emphasized building a strong sense of community within the classroom, where every student feels valued and supported.

Additionally, we identified best practices that not only promote academic growth but also instill confidence in our students, empowering them to take an active role in their learning journeys. Through this reflective process, we have also made significant strides in strengthening our inter-institutional relationships. These connections lay the groundwork for future collaborations that will enrich our educational offerings even further.





SXD – St. Xavier’s School, Doranda, Ranchi

Members visited:

Trishala Kumari (15), Neelam Kumari (16), Rohit Baxla (43)

We received a gracious welcome at St. Xavier’s Doranda (SXD) from the SXD Team and the centre's clients. The colourful and sprawling campus was the perfect backdrop for a day filled with insightful interactions and learning.

To familiarize ourselves with the scale and structure of the centre, we started our visit with a campus tour. Seeing how the space was leveraged and utilised to best serve the needs of the outreach students was quite impressive. As the day went on, we divided ourselves into groups of 2–3 members and joined the ongoing classes to interact with the clients.

The classroom interactions began as we shared the experiences of Brajkishore and introduced ourselves to the centre’s clients. Additionally, hearing first-hand from the clients about their experiences and what they have at the centre was enriching. Their answers provided more insight into the support system and the learning environment behind SXD.

Our small groups organized fun, game-based activities with the clients, which brought an active and joyful vibe to the classroom. Soon after, all clients in their respective classrooms participated in a multimedia session, watching movies shown by the SXD Team as part of the session’s closing-day celebration. It was encouraging to see the clients with smiling faces and enthusiasm as they went through this process.

During the visit, we observed how effectively the SXD team managed such a large number of clients with attention, structure, and involvement. There was an awesome buzz throughout the day, with interaction and valuable learning from both the clients and us.

It was a great experience combining watching, mingling, and celebrating, which gave us a newfound understanding of the hard work the SXD team puts into creating an environment for their clients in which they can thrive.





GMS, Bariatu

Members visited: Sujata Kumari (4), Diya Verma (7)

Inter-Center Visit: A Rewarding Experience

On the occasion of Netaji Subhash Chandra Bose's birth anniversary, two members of Brajkishore, Sujata Kumari and Diya Verma, embarked on an enriching inter-centre visit to GMS, Bariatu. This visit not only strengthened the bond between the two institutions but also provided a unique opportunity for cultural exchange and knowledge sharing.

Warm Welcome and Campus Tour

Upon arrival, the Group Leaders (GLs) of GMS, Bariatu, warmly welcomed Sujata and Diya. The GLs took them on a comprehensive tour of the campus, introducing them to the students and showcasing the institution's facilities and infrastructure.

Celebrating Netaji's Birth Anniversary

To commemorate Netaji Subhash Chandra Bose's birth anniversary, a special function was organized at the school. Sujata and Diya participated in the celebrations by distributing toffees to the clients, spreading joy and festive cheer.

Assisting with Republic Day Preparations

As part of their visit, Sujata and Diya also assisted the clients in preparing for their upcoming Republic Day event. They worked closely with the students, helping them rehearse their performances and fine-tune their activities.

Rehearsal and Feedback

To ensure the clients were well-prepared for the Republic Day event, Sujata and Diya conducted a complete rehearsal of their activities. They provided constructive feedback and encouragement, helping the students build confidence and stage presence.

A Rewarding Experience

The inter-centre visit to GMS, Bariatu, was a rewarding experience for Sujata and Diya. They returned to Brajkishore with newfound knowledge, memorable experiences, and a deeper appreciation for the importance of inter-institutional collaboration and cultural exchange.



OUR ONE YEAR JOURNEY GLIMPSE







LESSON LEARNED

1. Increased empathy and understanding: Interacting with visually impaired students can help you develop empathy and understanding of their challenges and experiences.
2. Appreciation for inclusive education: You may gain a deeper appreciation for the importance of inclusive education and the efforts of institutions like Brajkishore Netraheen Balika Vidyala in providing opportunities for visually impaired students.
3. Development of social responsibility: Participating in social service activities can instil a sense of social responsibility and encourage you to contribute to the community in meaningful ways.
4. Enhanced teamwork and communication skills: Working together with your fellow students to organize and execute the visit can help you develop teamwork and communication skills.
5. New perspectives and insights: Interacting with students from a different background can broaden your perspectives and provide new insights into social issues and challenges.
6. Personal growth and self-awareness: Reflecting on your experiences and interactions during the visit can help you develop greater self-awareness and personal growth.
7. Building relationships and networks: You may establish relationships with the students, teachers, and staff at the institution, potentially leading to future collaborations or opportunities.
8. Increased awareness of social issues: The visit can raise awareness about social issues related to disability, education, and inclusion, inspiring you to take action or advocate for change.

Some potential long-term outcomes could include:

1. Career choices: The experience may influence your career choices, encouraging you to pursue roles in social impact, education, or disability advocacy.
2. Volunteer work: You may be inspired to continue volunteering or engaging in social service activities, applying the skills and knowledge gained during the visit.
3. Research or projects: The visit could spark ideas for research projects or initiatives focused on inclusive education, disability, or social entrepreneurship.
4. Leadership development: The experience can help you develop leadership skills, as you take on roles or responsibilities within your group or in future social impact initiatives.



CONCLUSION

Our third trimester social service fieldwork experience was deeply enriching and transformative. It enabled us to incorporate class teaching through field activities that prepared our foundation in values, stakeholders, and the skills required to become empathetic and efficient HR professionals.

Through engaging, fun, interactive sessions such as “Simon Says” and crafting, we learned the importance of being communicative and individualistic. We witnessed how structure, play, and art could support focus, higher self-worth, and mental engagement in clients. However, that had a dual purpose, as it further implemented progressive program planning and non-discriminatory practices, which ultimately led to the creation of the supportive environment we fostered through these various activities.

Every session offered its unique insights — whether it was the Republic Day preparations that showcased coordination and teamwork or the science and memory games that fostered curiosity, self-expression, and social learning. Through rehearsals, group crafts, collaborative visits between centers, and fun festivals like Holi, the importance of acceptance, a non-judgmental attitude, and the celebration of differences was fostered. Principles of continuous individualization, flexible functional organization, and resource utilization could turn learning inclusive and impactful.

We learned essential HR skills, including planning, giving feedback, being empathetic, facilitating groups, and motivating others, through immersive experiences. Most importantly, we established strong connections with our clients, witnessed their strength, and we ourselves grew, becoming advocates and champions for mental wellness and positive change wherever we go.

We are extremely thankful to Indrani Ma’am, whose continuous guidance throughout the social service fieldwork helped us achieve what we have. She guided us through it, showing us how to make it focused, compassionate, and creative. Finally, the XISS Brajkishore team would like to express our gratitude to Brajkishore Netraheen Balika Vidyalaya for their continuous support and collaboration. This journey trained us to be potential HR managers, as well as professionals who can truly make a difference. Thank you!

