

ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
ಸಮಾಜಕಾರ್ಯ ಅಧ್ಯಯನ ವಿಭಾಗ
ವಾಚನಗೋಪ್ತಿ, ಮೈಸೂರು - 570 005

ಮತ್ತು

ಪರಿಷತ್ ವರ್ಗಗಳ ಕಲ್ಯಾಣ ಇಲಾಖೆ, ಕರ್ನಾಟಕ ಸರ್ಕಾರ, ಚಾಮರಾಜನಗರ ಜಿಲ್ಲೆ
ಇವರ ಸಹಯೋಗದೊಂದಿಗೆ

“ಸಂಪಲನ ಸಮಾಜಕಾರ್ಯ ಶಿಬಿರ - 2024”

ದಿನಾಂಕ : 08-07-2024 ರಿಂದ 17-07-2024

ಉದ್ಘಾಟನಾ ಸಮಾರಂಭ

ಪ್ರಮತಿ/ಪ್ರ

ಸ್ಥಳ : ಸರ್ಕಾರಿ ಬುಡಕಟ್ಟು ವಾಲ್ಮೀಕಿ ಆಶ್ರಮ ಶಾಲೆ, ಮದ್ದೂರು ಕಾಲೋನಿ
ಗುಂಡ್ಲುಪೇಟೆ ತಾಲ್ಲೂಕು, ಚಾಮರಾಜನಗರ ಜಿಲ್ಲೆ

ಸರ್ವರಿಗೂ ಸುಸ್ವಾಗತ

ಡಾ. ಚಂದ್ರಮೌಲಿ
ಅಧ್ಯಕ್ಷಿಣಿ
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ಓದನು ಹಿರೇಕು
ಮತ್ತು ಎಲ್ಲಾ ಹಿರಿಯರಿಗೆ





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ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ



ಸಮಾಜಕಾರ್ಯ ಅಧ್ಯಯನ ವಿಭಾಗ

ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು

ಲಯನ್ಸ್ ಬ್ಲಡ್ ಸೆಂಟರ್, ಜೀವಧಾರ, ಮೈಸೂರು

ಹಾಗೂ

ಆರೋಗ್ಯ ಭಾರತಿ, ಮೈಸೂರು

ಇವರ ಸಹಯೋಗದೊಂದಿಗೆ

ಸಂಚಲನಾ ಸಮಾಜಕಾರ್ಯ ಶಿಬಿರ - 2024

ಸರ್ಕಾರಿ ಬುಡಕಟ್ಟು ವಾಲ್ಮೀಕಿ ಆಶ್ರಮ ಶಾಲೆ, ಮದ್ದೂರು ಕಾಲೋನಿ

ಉಚಿತ ಆರೋಗ್ಯ ತಪಾಸಣಾ ಶಿಬಿರ

ಮತ್ತು

ಔಷಧ ವಿತರಣಾ ಕಾರ್ಯಕ್ರಮ

- ಉದ್ಘಾಟನೆ** : ಡಾ. ಗಜಾನನ ಹೆಗಡೆ
ಪ್ರಾಂಶುಪಾಲರು, ಸರ್ಕಾರಿ ಆಯುರ್ವೇದಿಕ್ ವೈದ್ಯಕೀಯ ಕಾಲೇಜು, ಮೈಸೂರು
- ಮುಖ್ಯ ಅತಿಥಿಗಳು** : ರಶ್ಮಿ ಎನ್, ಲಯನ್ಸ್ ಬ್ಲಡ್ ಸೆಂಟರ್, ಜೀವಧಾರಾ, ಮೈಸೂರು
ರೇವಜಿತ್, ಲಯನ್ಸ್ ಬ್ಲಡ್ ಸೆಂಟರ್, ಜೀವಧಾರಾ, ಮೈಸೂರು
ಶ್ರೀ ಸ್ವಾಮಿ, ಮುಖ್ಯೋಪಾಧ್ಯಾಯರು, ಮದ್ದೂರು ಕಾಲೋನಿ, ಗುಂಡ್ಲುಪೇಟೆ
ಶ್ರೀ ಮಾದಯ್ಯ, ಮುಖಂಡರು, ಮದ್ದೂರು ಗ್ರಾಮ
ಶ್ರೀಮತಿ ಮಹದೇವಮ್ಮ, ಮುಖಂಡರು, ಮದ್ದೂರು ಗ್ರಾಮ
ಶ್ರೀ ರಾಜೇಂದ್ರ, ಮುಖಂಡರು, ಮದ್ದೂರು ಗ್ರಾಮ
ಶ್ರೀ ದೊಡ್ಡ ಸೋಮಣ್ಣ, ಮುಖಂಡರು, ಮದ್ದೂರು ಗ್ರಾಮ
ಶ್ರೀ ನಾಗರಾಜು, ಮುಖಂಡರು, ಮದ್ದೂರು ಗ್ರಾಮ
- ಅಧ್ಯಕ್ಷತೆ** : ಡಾ. ಚಂದ್ರಮೌಳಿ
ಅಧ್ಯಕ್ಷರು
ಸಮಾಜಕಾರ್ಯ ಅಧ್ಯಯನ ವಿಭಾಗ
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು
- ಉಪಸ್ಥಿತರು** : ಡಾ. ಜ್ಯೋತಿ ಹೆಚ್.ಪಿ.
ಶಿಬಿರದ ನಿರ್ದೇಶಕರು
ಸಮಾಜಕಾರ್ಯ ಅಧ್ಯಯನ ವಿಭಾಗ
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು

ದಿನಾಂಕ : 12.07.2024

ಸಮಯ : ಬೆಳಿಗ್ಗೆ 10.30

ಸ್ಥಳ : ಸರ್ಕಾರಿ ಬುಡಕಟ್ಟು ವಾಲ್ಮೀಕಿ ಆಶ್ರಮ ಶಾಲೆ

ಗುಂಡ್ಲುಪೇಟೆ ತಾಲ್ಲೂಕು

ಸರ್ವರಿಗೂ ಆದರದ ಸ್ವಾಗತ

ಸಮಾಜಕಾರ್ಯ ಶಿಬಿರದ ಶಿಬಿರಾರ್ಥಿಗಳು

ಸಮಾಜಕಾರ್ಯ ಅಧ್ಯಯನ ವಿಭಾಗ

ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು

University of Mysore Department of Social Work Student's Tribal Camp 2024 .

Participants' List

Sl.No.	Name of the Students
1.	A C Ganesh Gaurav
2.	Akshay K
3.	Anthony Prashanth
4.	Ashoka N S
5.	Chaithra N
6.	Chandana R
7.	Chandini C
8.	Chandu N K
9.	Chandushree A N
10.	Chethan Kumar C
11.	Chethan Kumar G M
12.	Harshith Arogyaraj B
13.	Jeevan gowda N G
14.	K Darshan
15.	Kavana M M
16.	KAVYA U R
17.	Koushik B
18.	L Naveen Kumara
19.	Lavanya H.M
20.	Lavanya M
21.	Malathibai K
22.	Mamatha S
23.	Nithin M B
24.	P Hingba
25.	Prajwal V
26.	Pramoda B L
27.	Rakesh R Bhat
28.	Ramaswamy D
29.	Ramya H S
30.	Ranjitha B A
31.	Roopesh H S
32.	Ruchitha K
33.	S Yashwanth
34.	Sachidananda H K
35.	Sandesh V
36.	Shashwathi N R
37.	Shivarjun N
38.	Sonu D
39.	Spoorthi H T

40.	Syed Ruman
41.	Tarun M
42.	Thanushree M
43.	Thilak N S
44.	Vikram Kaverappa M D
45.	Yashashwini B Nayak


UNIVERSITY OF MYSORE
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**Department of Studies in Social Work
Manasagangothri, Mysuru**

----- (Re-accredited by NAAC at "A" Grade)-----
----- (NIRF-2022 Ranked 33rd overall and 54th among Universities in NIRF ranking 2021)-----

**Report - University of Mysore Department of Social Work Student's Tribal
Camp 2024 .**

Maddur Village, Gundalpett Taluk, Chamaraja Nagara District.

Introduction

From July 7 to July 14, 2024, a group of MSW students from the Department of Social Work, University of Mysore, conducted a tribal camp at Valmeeki Tribal School in Maddur Colony , Gundalpett Taluk, Chamaraja Nagara District as part of their course curriculum. The primary objectives of this camp were to engage in Participatory Rural Appraisal (PRA), conduct a survey for social and livelihood analysis, and perform case studies of the tribal groups in the settlement, specifically the Bettakuruba, Soliga, and Jenu Kuruba communities.

The curriculum demand of PRA and tribal/ Rural Camp.

Participatory Rural Appraisal (PRA) offers significant benefits for social work students by providing practical, hands-on experience in community engagement and development. It deepens their understanding of rural and tribal communities, fostering empathy and cultural sensitivity. PRA helps students develop essential skills such as facilitation, communication, observation, and data collection, which are crucial for effective social work practice. It also teaches them how to empower communities and advocate for their needs through participatory and inclusive approaches. By encouraging critical thinking and problem-solving, PRA prepares students to identify community issues and develop sustainable, locally appropriate solutions. Furthermore, it emphasizes the importance of collaboration and teamwork, promoting reflective

practice to continuously improve their methods and approaches based on community feedback and outcomes.

Participatory Rural Appraisal (PRA) aims to empower tribal students by actively involving them and their communities in the educational process. By integrating local knowledge and practices, PRA ensures that education is culturally relevant and contextually appropriate. This approach fosters a sense of ownership and community engagement, enhancing the students' confidence and self-esteem. PRA also focuses on developing critical thinking, problem-solving, and communication skills, contributing to a holistic and inclusive educational experience. Ultimately, PRA aims to create sustainable and culturally sensitive educational strategies that support the overall development and well-being of tribal students.

Objectives

1. **Participatory Rural Appraisal (PRA):** Engage the community in identifying and analyzing their own social and economic conditions.
2. **Social and Livelihood Analysis:** Conduct surveys to understand the social dynamics and livelihood patterns of the tribal groups.
3. **Case Studies:** Document in-depth case studies of the three tribal groups to understand their unique cultural, social, and economic contexts.

Methodology

The camp employed a variety of participatory and interactive methods to engage with the tribal communities. These included:

- **Transect Walks:** Walks through the community to understand the geographical and social layout.
- **Awareness Rallies:** Conducted to raise awareness on various social issues.
- **Cultural Events:** Organized to foster community participation and celebrate tribal culture.
- **Social Mapping:** Created visual maps of social resources and community structures.
- **Resource Mapping:** Identified and mapped local resources available to the community.
- **Livelihood Mapping:** Mapped the various livelihood activities practiced by the tribal groups.
- **Skits and Performances:** Used as a medium to communicate social messages.
- **Medical Camp:** Provided basic healthcare services and education.

- **Games and Arts Competitions:** Engaged school children and community members in creative and recreational activities.

Activities Conducted

1. **Transect Walks:**
 - The students conducted transect walks across the settlement to understand the spatial distribution of resources and community structures. They interacted with community members to learn about their daily routines and challenges.
2. **Awareness Rally:**
 - An awareness rally was organized, focusing on health, education, and social issues. Community members actively participated, and pamphlets were distributed to disseminate information on various welfare schemes and health practices.
3. **Cultural Events:**
 - Cultural programs were held, where community members showcased traditional songs, dances, and stories. This not only provided entertainment but also helped preserve and promote tribal culture.
4. **Social and Resource Mapping:**
 - Students created detailed maps indicating the locations of houses, water sources, schools, healthcare facilities, and other vital resources. This helped in understanding the community's resource distribution and identifying gaps.
5. **Livelihood Mapping:**
 - The students documented various livelihood activities such as agriculture, collection of forest produce, and handicrafts. This helped in identifying key economic activities and areas needing intervention for livelihood improvement.
6. **Skits and Performances:**
 - Skits were performed by students and community members to address social issues like health, sanitation, and education. These performances were effective in communicating messages in an engaging manner.
7. **Medical Camp:**
 - A medical camp was conducted in association with Lions Blood Bank Jeevadhara Mysuru and Arogya Bharathi Mysuru. The camp provided blood group testing, Hb count, BP tests, and general medical check-ups. A total of 41 community members and 36 school children utilized the medical services.
8. **Games and Arts Competitions:**
 - Competitions were held for school children and community members, including drawing, painting, and traditional games. Prizes were awarded to encourage participation and boost morale. Dr. Jyothi, Professor of the Department of Social Work and the camp director, facilitated the distribution of sports items to the school children on July 12th.
9. **Distribution of Indoor and Outdoor Items:**
 - Various indoor and outdoor items were distributed to the school to support educational and recreational activities.

Outcomes

1. **Enhanced Community Engagement:** The camp facilitated strong engagement between the students and the tribal communities, fostering mutual learning and understanding.
2. **Improved Awareness:** Awareness on health, hygiene, and social issues was significantly improved through rallies and skits.
3. **Detailed Community Mapping:** The social, resource, and livelihood maps created during the camp will serve as valuable tools for future development planning.
4. **Healthcare Access:** The medical camp provided much-needed healthcare services and education to the community.
5. **Cultural Preservation:** Cultural events helped in the preservation and promotion of tribal traditions and customs.
6. **Support for Education and Recreation:** Distribution of indoor and outdoor items to the school provided additional resources for educational and recreational activities.

Conclusion

Through various interventions and activities, the team could identify several critical issues faced by the community:

- **Limited Livelihood Options:** The community members have limited livelihood opportunities on their land, forcing them to migrate to distant places for work.
- **Transport Facilities:** Limited transport facilities restrict educational and career options for community members.
- **Healthcare Accessibility:** There is a lack of accessible healthcare facilities in the community.
- **Social Stratification:** The hierarchical stratification among the Bettakuruba, Soliga, and Jenu Kuruba groups maintains distance between them, limiting community interaction.
- **Central Role of the School:** Valmeeki Tribal School, Maddur serves as the center of social and educational initiatives for the community.

The tribal camp at Maddur Village was a significant step towards understanding and addressing the needs of the Bettakuruba, Soliga, and Jenu Kuruba communities. Through a combination of PRA, surveys, and interactive activities, the MSW students from the Department of Social Work, University of Mysore, were able to gain valuable insights into the community's social structure, resources, and livelihood patterns. The success of this camp underscores the importance of participatory approaches in rural and tribal development initiatives.

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22.01.2025

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