

AMRITA UDAAN

Monthly Newsletter

February 2026

Volume 08 Issue 02



“Our highest, most important duty in this world is to help our fellow beings”
— Mata Amritanandamayi Devi



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SCHOOL OF SOCIAL AND BEHAVIOURAL SCIENCES

DEPARTMENT OF SOCIAL WORK, ARASAMPALAYAM, COIMBATORE.



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Dean, School of Social and
Behavioural Sciences



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Vice Principal



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Assistant Professor



Dr. S Kanagaraj
Vice Chairperson and
Assistant Professor



Ambika Balakrishnan
Field Work Coordinator



**Dr. Rajeev
Ramakrishnan**
Assistant Professor



Dr. Dipanjan Bhattacharjee
Chairperson and
Assistant Professor



Dr. S A Rajalakshmi
Assistant Professor



FACULTY CHIEF EDITOR
Dr.S. KANAGARAJ
ASSISTANT PROFESSOR

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Chief Editor



Vaidehi Saju
(II MSW)



Gopika K S
(II MSW)



Diya Rajesh
(II MSW)

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(II MSW)



Farhaan Farooqui
(II BSW)



Nayana K A
(II MSW)



Navya Sunil
(II MSW)

STUDENTS CORNER

CONTENT CREATORS



Arya A S
(II MSW)



Amrita R Menon
(II MSW)



Sreelakshmi P
(II MSW)

DESIGNING TEAM



Lekshmipriya U
(II MSW)
Chief Designer



Ramya R
(II MSW)



Sreenandana B S
(II MSW)



Swathi S
(II MSW)

JUNIOR TEAM

EDITING DEPARTMENT



Shijo K John
(I MSW)



Vishnupriya J
(I MSW)



Aakash K
(I MSW)



Sejal Pataskar
(I MSW)

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Joanne Thomas
(I MSW)



Soumya Dwibedy
(I PGDCP)



M Sivane
(I MSW)

STUDENTS CORNER

CONTENT CREATORS



Revathy B
(I MSW)



Suvarna K A
(II BSW)



Susindhar S
(I MSW)



Rose Maria
(I MSW)

DESIGNING TEAM



Lakshmi Sahithi Gondu
(I MSW)



Niranjana Narendran
(I MSW)



Uthend K
(I MSW)

ABOUT AMRITA UDAAN

Amrita Udaan is the monthly newsletter of the Dept. of Social Work. It is completely managed by the students under the guidance of the faculty. It mainly covers the departmental activities, articles on various social issues, book review, movie review, drawings, posters, alumni interviews, guidance, and solved previous year question papers of UGC-NET. The contents are contributed mainly by the students, alumni, and faculty members. It is successfully publishing every month since October 2019.

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DEPARTMENTAL ACTIVITIES



BSW STUDENTS' CONDUCT PRA @ THONDI, RAMANATHAPURAM

As part of the Bachelor of Social Work (BSW) curriculum, students undertook a fieldwork initiative to conduct a Participatory Rural Appraisal (PRA) in Thondi, a coastal region known for its fishing-based livelihood. The fieldwork was carried out from 4 February to 18 February, focusing particularly on understanding the socio-economic conditions and daily realities of coastal communities.



PRA Tool-Problem Tree

During this period, the BSW students actively engaged with local residents and community leaders to gather information about the village's social structure, livelihood patterns, available resources, and key challenges. The PRA approach encouraged meaningful participation from the villagers, allowing them to share their experiences, knowledge, and perspectives about the development needs of their community. To facilitate participatory analysis, the students implemented twelve PRA tools, including Social Map, Resource Map, Mobility Map, Timeline, Seasonal Calendar, Transect Walk, Wealth Ranking, Venn Diagram (Institutional Mapping), Problem Tree Analysis, Daily Activity Schedule, Historical Timeline, and Livelihood Analysis. These tools enabled the students to gain deeper insights into community resources, institutional relationships, occupational patterns, and the overall functioning of the village.



BSW student with community

The PRA exercise provided valuable practical exposure for the students by strengthening their skills in communication, observation, and participatory research. The activity also highlighted the importance of community involvement in identifying local issues and developing sustainable solutions, making it a meaningful learning experience in grassroots social work practice.



BSW Students and Coastal Community people doing PRA Tools @ Thondi



FARHAAN FAROOQUI
(II BSW)

I MSW FIELDWORK @ RAMANATHAPURAM

DAY 1: TRAINING SESSION

On February 2, 2026, the first day of the field work started with an Orientation Training Session held at Farmer's Training Hall, Amrita Vishwa Vidyapeetham, Arasampalayam, Coimbatore. The Orientation training session was held from 9:00 am to 4:30 pm. The day was divided into two sessions: morning session which started at 9am included both the pre-orientation training session and Orientation Session till 1pm, and afternoon session started from 2pm to 4:30 pm. Throughout the day session, the main aim was to orient the trainees about the project named "Blue is New Pink: Amrita Aquaculture Project" and brief about the 15-day schedule fieldwork as part of MSW programme.

During the morning session, Ms. Bhanu V.R, Research Associate at Ammachi Labs, provided an insight of the Amrita Aquaculture Project and introduced the students to Seaweed and Seagrass ecosystems. This was then followed by a session by Dr. Shalini Mathur Raina, Research & Development Lead at Ammachi Labs, explained the process of restoring the Seagrass and pollution-mapping activities that would be conducted in the coastal villages. The session concluded with Ms. Bhanu taking over the session to discuss regarding the roles and responsibilities expected from the students and brief run-through over the 15-day scheduled tasks to be done at the village.

Overall, the day effectively prepared the trainees for systematic and meaningful engagement with the coastal communities of Thondi and Soliyakudi. The orientation training session provided a clear and structured foundation for the 15-day concurrent fieldwork under the "Blue is the New Pink: Amrita Aquaculture Project."



Fieldwork Training Session



JOANNE THOMAS
(1MSW)

DAY 2: PRE-PLANNING AND COMMITTEE FORMATION

The second day, 03rd February 2026, focused on the Pre-planning formation of various committees that was essential for organizing the fieldwork. Dr. S Kanagaraj addressed the students of 1-MSW and BSW regarding the importance of checklist preparation and the proper division of roles and responsibilities.

The committees formed included the Overall Committee who was responsible for supervision and coordination of the other committees, Program Committee focused on timely schedule of activities and programs. Documentation Committee handled the recordings of daily proceedings and reports maintenance. Transport and Accommodation Committee were entrusted with arrangement of travel and stay. The Food Committee had the duty for ensuring timely and budget friendly meals throughout the fieldwork. Discipline Committee was given the task to maintain order and complete discipline over the course of the trip. Sanitation committee were to see the cleanliness and hygiene were maintained throughout. Finance Committee managed the expenses and budget tracking. Further to note that, major part of the discussion centred on preparing an estimated budget for the entire duration of the fieldwork. Active participation by the students provided in suggestion for cost-effective measures.



MSW Ist year students discussing groupwise.



MSW Ist year students and BSW IInd year students with fieldwork faculty coordinator Dr. S Kanagaraj.

Overall, this interaction between Dr. S Kanagaraj and the students were valuable and informative. This also led to the trainees understanding their responsibilities and focusing on strengthening their teamwork for the upcoming fieldwork.



M SIVANEE
(1MSW)

DAY 3: TRANSECT WALK AND SHG TRAINING

On 4th February 2026, marked the official commencement of the fieldwork at Ramanathapuram. The day began with both teams departing to their respective villages for scheduled activities for the day.

Thondi team visited the village to interact with the women who were part of the SHG group to understand the socio-economic conditions of fisherwomen engaged in seaweed cultivation and to learn more about their livelihood practices. The cultivation cycle and methods, group structures, saving practices and maintenance requirements were all explained by the members to the students. Concerns about environment were highlighted, specially regarding the ecological impact of non-native seaweed species like *Kappaphycus*. By afternoon, the team went on a transect walk around the village to observe the housing conditions, sanitation facilities, natural resources, public institutions, pollution-prone areas and waste management practices.



SHG Meeting at Thondi Village

Soliyakudi Team ventured on a transect walk at the village to understand about the village layout, identify important landmarks such as temples, shops, and recreational spaces, and observe the social and environmental conditions. They divided themselves into two teams to cover a larger area of the village. Data was accurately recorded on the Google Earth application that would later assist in preparing a hand-drawn map (PRA tool) of the village area.



Transect walk at Soliyakkudi Village

Activities conducted in both Thondi and Soliyakkudi, provided students with valuable field exposure and real learning experiences. Interaction with the SHG member further helped in understanding the importance of women-led initiatives and the significant role the government and institutional plays in supporting and strengthening the community. The transect walks conducted at both villages enabled the students to learn observations on settlement patterns, infrastructures, environmental conditions and livelihood activities directly.

Overall, these sessions surely enhanced the students' understanding of community participation and the practical applications of important PRA tools in the field.

JOANNETHOMAS
(1MSW)



DAY 4: SEAGRASS RESTORATION-1 AND WASTE COLLECTION & SORTING

On 5th February 2026, students continued with their assigned tasks in the coastal villages of Thondi and Soliyakudi. Thondi Team had the Seagrass Restoration activity which focused on their ecological importance in maintaining marine biodiversity, whereas Soliyakudi team had their continuation of their transect walk, pollution-mapping and waste collection & segregation.

Students arrived in Thondi and received a briefing from the Ammachi Labs Team led by Dr. Shalini Mathur Raina. They learned about the importance of restoring seagrass, which acts as carbon sinks, provide habitat for the marine species and serve as food for the endangered species like the dugong. They were divided into two teams where one handled the collection of seagrass shoots and planted them in biodegradable pots filled with beach soil. Second team worked on planting these pots into the waters.



Transect walk and Waste Collection at Soliyakudi Village

Soliyakudi Team conducted four transect walks in the village. Using the Google Earth application, they mapped the environmental hotspots such as waste dumping areas, types of wastes found, infrastructures and different housing found in the community. They also completed a pollution-mapping questionnaire and interacted with residents to gather further insights about education, employment, and healthcare related details.

All-in-all, the field activities in Soliyakudi and Thondi provided a great depth to the environmental and community-based initiatives. While the transects walks in Soliyakudi helped in comprehending the livelihoods, issues and gaps, the Seagrass Restoration activity enhanced the significance of preserving the seagrass for the betterment of the ecosystem and species living in it.



Seagrass plantation at Thondi Village



Discussion with Dr. Shalini at Thondi Village



JOANNE THOMAS
(1MSW)

DAY 5: SEAGRASS RESTORATION-2 AND WASTE-TO-PRODUCT WORKSHOP

The fifth day of the fieldwork, on 6th February 2026, began with students at Thondi village continuing the remaining plantation of the Seagrass under the guidance of the Ammachi Lab team, while students conducted a Waste-to-product workshop form women in Soliyakudy to promote sustainable waste management practices and livelihood skills.

The team assembled at the Thondi coastal site to continue their restoration activity and were guided by Dr. Shalini Mathur Raina and her tam on safety measures when planting Seagrass in the water. One team began carefully collecting the seagrass shoots to plant them in the bio-degradable pots, while the others planted them in the water. Working collaboratively in small groups, the team successfully completed the final restoration activity, covering about 1.42 hectare of the area.



Seagrass shoots being planted in biodegradable pots and then placed in the sea at Thondi Village

A Waste-to-Product workshop was organised by the students at the Soliyakudi community hall, where 17 women gathered. The aim of the workshop was to address the issue of plastic waste while promoting skill development and livelihood opportunities. Materials such as plastic bottles, ropes, newspapers, cardboard, scissors, and glue were used by the participants to create items like pen stand, keychains, and different types of plant pots. The activity encouraged a peer learning and interactive session among the women and students. The activity concluded with the participants presenting their completed products, showcasing their creativity and involvement.

The Day 3 Waste-to-Product Workshop in Soliyakudi demonstrated the effectiveness of participatory interventions in addressing waste management challenges, while the Seagrass restoration done at Thondi village strengthened the trainees understanding of marine ecosystem conservation and highlighted the importance of sustained and scientifically guided restoration efforts.



Group photo with Dr. Shalini and team at Thondi Village



Waste-to-Product workshop demonstration at Soliyakkudi village

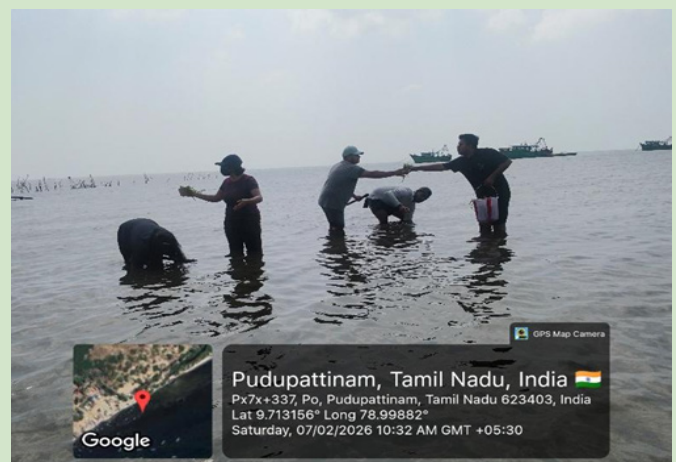


JOANNE THOMAS
(1MSW)

DAY 6: WASTE COLLECTION & SORTING AND SEAGRASS RESTORATION-1

On 7th February 2026, the trainees proceeded with their tasks for the day in Thondi and Soliyakudi villages. Team Thondi was scheduled to do the pollution mapping and waste collection, while team Soliyakudi was tasked with Seagrass Restoration, under the guidance of Dr. Shalini Mathur and her team from Ammachi Labs.

At Thondi village, students conducted the pollution mapping data collection to understand the extent of the environment pollution and gather waste materials for the Waste-to-product workshop for the following day. The team collected various materials like coconut shells, glass and plastic bottles from different sections of the village. Children from the community even assisted the students regarding the areas where wastes were commonly dumped



Seagrass shoots being planted in biodegradable pots and then placed in the sea at Soliyakudi Village

Soliyakudi team upon arrival at the village were greeted by Dr. Shalini and her team and were briefed about the importance of the activity and instructions to how the plantation had to be done. Community participation was heavily emphasized by the team, upon which students embarked on gathering the women to participate in the activity. The local women planted the seagrass in the biodegradable pots while the students had them placed underwater with proper instructions.

Overall, these experiences both the teams had, allowed them to engage directly with both ecological restoration efforts and community awareness process, nourishing their field observations and coordination skills.



Group photo with community women at Soliyakudi Village



Data collection and waste collection at Thondi village



JOANNETHOMAS (1MSW)

DAY 7: WASTE-TO-PRODUCT WORKSHOP AND SEAGRASS RESTORATION-2

The seventh day of the fieldwork, on 8th February 2026, had the students carry out Waste-to-product Workshop at Thondi village and the continuation of the Seagrass Restoration in Soliyakudi village.

Upon their arrival at the Thondi village, the students focused on mobilizing the community for their Waste-to-Product workshop. They organised the materials and divided themselves into groups to guide participants. During the session, demonstrations were given on creating items such as flower pots, seed pots, penholders, and decorated bottles using simple tools and decorative materials. The interactive approach encouraged creativity and encouraged participants to understand the value of recycling and waste reuse



Waste-to-Product workshop demonstration at Thondi village

On the other hand, Soliyakudi team continued with their Seagrass Restoration activity under the guidance of Dr. Shalini Mathur and team. Local women gathered to help out the students and participate in the session. They handled the pot filling and the students focused on these pots being planted properly in locations as instructed by Dr. Shalini and her team. Although the muddy terrain and sharp shells made the work physically challenging, the team continued carefully under supervision. Over the two days of the restoration work, approximately 2.1 hectares of area was covered.

To conclude, the day's activities provided students with hands-on experience in both community engagement and environmental conservation. It also highlighted the importance of community participation in order to increase awareness about major issues surrounding environmental



Group photo with finished with products by women in Thondi village



Seagrass shoots being planted in biodegradable pots and then placed in the sea at Soliyakudi Village



Group photo with community women and children at Soliyakudy Village



JOANNE THOMAS (1MSW)

DAY 8: SCHOOL AWARENESS-1

Both teams, Thondi and Soliyakkudi had conducted their first school awareness session on 9th February 2026. The programme was under the theme "Our Ocean, Our Responsibility", focused on environmental awareness, water conservation, marine protection and biodiversity protection. The aim of the session as to develop students' responsible attitudes towards the environment and understand their role in protecting marine ecosystems.

With the participation of 180 children, studying 8th standard at Wilhelm High School, the trainees conducted their awareness session. The programme was divided into two sessions. The first session focused on the importance of water conservation for the 8th standard children. The second programme focused on the significance of education in personal development, empowerment, and creating responsible citizens who care for the environment for the 9th standard



School Awareness at Panchayat Union Middle School, Soliyakkudi

At Panchayat Union Middle School, trainees conducted their awareness programme for the 6th-8th standard children. The theme focused on marine pollution, waste management and the importance of seagrass in maintain marine ecosystems. Use of charts, demonstrations and visual examples to explain environmental issues were done. They also conducted interactive games such as waste segregation, demonstrations showing the impact of plastic waste on aquatic life, and a "Simon says", activity to teach environmental 'dos and don'ts'.

To end, both the programmes at the schools successfully engaged the children in educating them about taking responsibility for the environment and marine conservation. Interactive games, discussions helped the children to understand the seriousness of protecting and adopting responsible practices.



School Awareness at Wilhelm High School, Thondi

JOANNE THOMAS
(IMSW)

DAY 9: SCHOOL AWARENESS-2

On 10th February 2026, MSW and BSW students conducted their second session of the School Awareness programme at respective Thondi and Soliyakudi villages, as part of their fieldwork. The theme for the programme was about Water Conservation, seeking to create awareness among the school students through interactive activities.

At Wilhelm High School, Thondi, trainees conducted their second awareness session for the children studying at 8th and 9th standards. Schedule consisted of two sessions. First half focused on water conservation, where children learned about water scarcity, rainwater harvesting, and other various of saving water. They also took part in a group chart-making activity to present their views and ideas on conserving water. Second half of the session highlighted the importance of education, where children were prompted to value their studies and plan their future goals. A To-Do list was conducted to guide the children to organizes their daily routines and develop responsible habits.



School Awareness at Wilhelm High School, Thondi

In Soliyakudi, the trainees conducted their school awareness at the Panchayat Union Government Middle School, where 54 participants from 6th-8th standards joined. With the theme as 'Water conservation', the programme began with a brief discussion of what different sources of water was and the difference between saltwater and freshwater. To reinforce learning, interactive games were played.

To conclude, the programmes effectively engaged school students through discussions, creative activities, and motivational inputs. These sessions have immensely helped students comprehend the importance of water conservation and education while encouraging them to adopt responsible habits in their daily lives.



School Awareness at Panchayat Union Middle School, Soliyakudi



JOANNE THOMAS
(1MSW)

DAY 10: CASEWORK

For the tenth day of the fieldwork, on 11th February 2026, the entire day was devoted to case-work practice in Thondi and Soliyakudivillages. Unlike other activity-based days, this task purely focused on understanding individuals and their personal life situations in depth. This was an important opportunity for the students to apply their classroom knowledge in practicality.

Before meeting the clients, the team gathered to prepare for the day's work at their respective villages. They discussed the cases allotted to each trainee and prepared structured case work questions. Required questions were framed to understand the client's background in detail, including their family structure, education, occupation, income, health condition, stress factors, coping patterns, strengths, and available support systems. After preparation, each trainee met their respective client individually. The sessions began with rapport building to make the client feel comfortable and safe to share their experiences. Students carefully listened to their concerns, identified key issues, and tried to understand their emotional and financial conditions.



Casework at Soliyakudi village

Throughout the sessions, supportive techniques were used such as allowing emotional expression, giving reassurance, clarifying misconceptions, creating awareness, and motivating clients toward realistic and positive steps. The interactions were conducted with confidentiality and professionalism. At the end of the day, all trainees documented their cases and reflected on their learning and intervention process.



Casework at Thondi village



JOANNE THOMAS
(1MSW)

DAY 11: GROUP WORK

On this day, 12th February 2026, the students sat together with a community, the people reflected on their common issues that they face, and discussed challenges faced in the villages. The students did group work steps that is; forming and storming then partially norming, but performing and adjourning was not possible in that short period. This built trust, improved communication, and prepared the teams for collective interventions



Groupwork at Soliyakkudi Village



Groupwork at Thondi Village



M SIVANEE
(1MSW)

DAY 12: COMMUNITY ORGANIZATION

On 13th February 2026 students in Thondi & Soliyakudi engaged with villagers to prepare community profiles and understood local power structures. They interacted with leaders, households, and institutions, documenting socio-economic realities and mapping resources. This activity revealed the resilience of families and the informal networks that shape decision-making in both villages.



Community Organization at Soliyakudi Village



Community Organization at Thondi Village



M SIVANEESH
(1MSW)

DAY 13: POSTER MAKING AND SLOGAN WRITING

On 14th February 2026, creativity came alive as students in Thondi and Soliyakudi worked with school children and community members to design posters and slogans on environmental awareness. The sessions were lively and participatory, spreading messages of sustainability through art and words



Poster making and Slogan writing with Community people at Thondi Village



Poster making and Slogan writing with Community people at Soliyakudi Village



M SIVANEESHA
(IAS)

DAY 14: SIGNBOARD INSTALLATION

On 15th February 2026, in Thondi & Soliyakudi villages students and villagers installed signboards and displayed across the villages. These visible markers became symbols of shared responsibility, reminding everyone of their role in protecting the environment.



Sign board Installnig with Community people at Thondi Village



Sign board Installnig with Community people at Soliyakudi Village



M SIVANEE
(1MSW)

DAY 15: MOBILIZATION & CLEAN-UP DRIVE

On 16th February 2026, Thondi and Soliyakudi teams first mobilized households, encouraged participation, and prepared tools for the clean-up drive. This built readiness and strengthened rapport with the community, showing how mobilization can inspire collective action. Then, students and villagers worked side by side to clean public spaces in their villages Thondi and Soliyakudi. At the end, they were inspired to maintain cleanliness and adopt sustainable practices. It was a powerful moment of unity and shared responsibility.



Clean up drive with Community people at Soliyakudi Village



Clean up drive with Community people at Thondi Village



M SIVANEE
(1MSW)



CONGRATULATIONS UGC NET QUALIFIED CANDIDATES (PhD Admission)



ANISHA DAPHI KHARSHIING






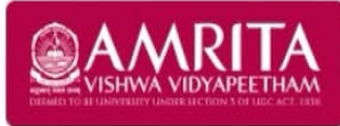
NAYANA K A

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A commendable academic milestone—
wishing you continued success ahead.**

Batch 2024 - 2026

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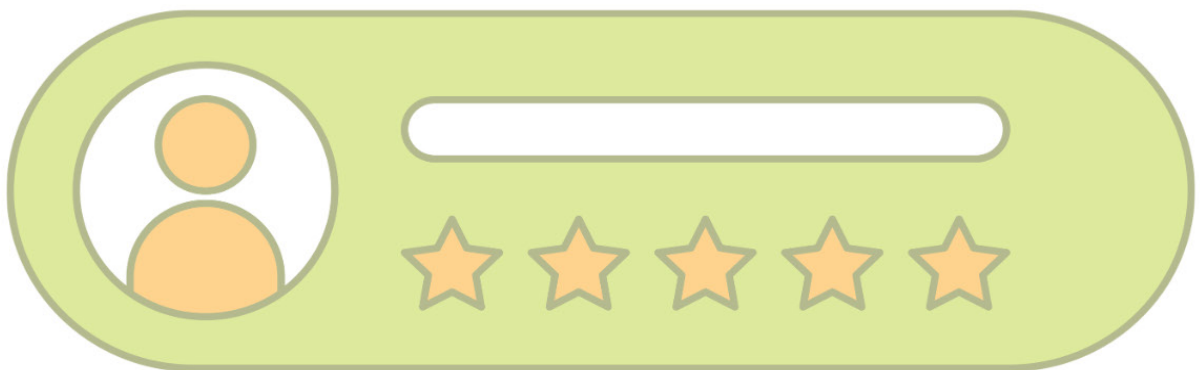
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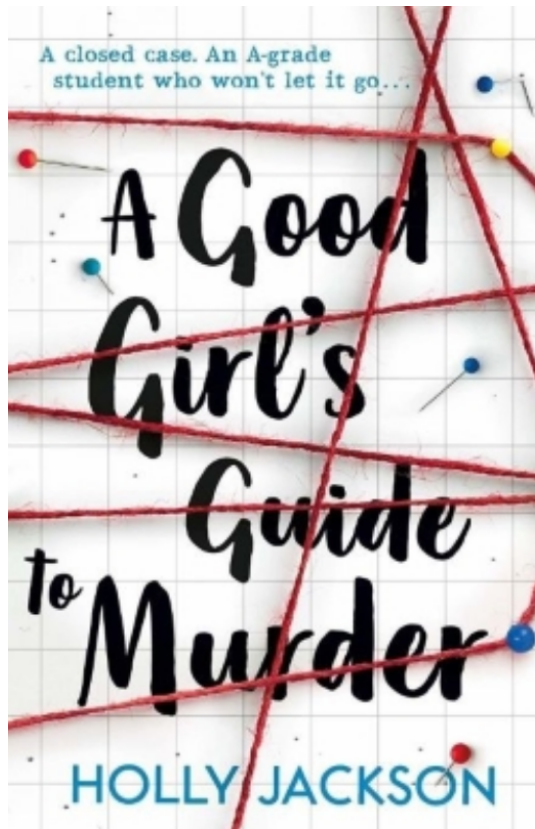
Full paper/Abstract Submission
Deadline: **March 16, 2026**

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STUDENTS' CORNER





Book Review: A Good Girl's Guide To Murder by Holly Jackson

REVATHY B
(I MSW)



A Good girl's guide to murder is a mystery thriller and the debut novel of Holly Jackson. It is the first in the murder trilogy. Set in the fictional village of Little Kilton, it follows Pipa Fitz-Amobi, as she investigates the murder of Andie Bell. What begins as a school project for media class soon evolves into the unraveling of what was the town's most sensational murder. Pipa Fitz-Amobi known affectionately as 'Pip', is a headstrong, and savvy young woman who is introduced to us as an ordinary teenager with a hobby of listening to true crime podcasts. When the chance presents itself in the form of a class project, Pip chooses to solve the Andie Bell murder case as her assignment.

The reader, like the rest of the town, is initially led to believe that the case is closed with the police convicting Andie's then boyfriend Salil Singh "Sal". However, all is not well with Pip who knows Sal and believes there is more to the story. Along with the help of Ravi, Sal's younger brother, she embarks on a mission to get to the bottom of this case. The book is an enthralling read, keeping the reader hooked throughout with all the right twists and turns. What sets apart 'A good girl's guide to murder' from the off-the-shelf thriller mystery, is the presence of a young and vivacious sleuth who is motivated not just by the powers of her logic but also the effect of her feelings. Unlike most detectives who are caricatures of stone-cold rationalism, Pip is a teenager, with all the emotional torrent of being one raging inside her. She is not hindered by her feelings, but on the contrary is motivated by them. When the whole world believes Sal is the murderer, Pip refuses to accept and continues with her investigation because the image of the Sal she knows does not add up to that of the murderer in the newspapers and like any detective worth her salt, she refuses to be wrong. Pip's convictions drive her instincts and shape her genius. However, her genius is not without flaws. As the story progresses, we see her discover and re-discover her convictions as all teenagers do. In doing so we see a detective who is not placed within the safety of detachment from the crime afforded to them by their logic, but instead a young woman coming into age as she exploits her own genius for what she believes is right. She does this often to her own detriment. Pipa Fitz-Amobi is no Sherlock Holmes but she deserves no less a place in the hall of fame with other fictional detectives for her wit and sass, if not for her complete inability to back down to patriarchal obsession with rationalism in detective fiction.



SUVARNA KA
(II BSW)

FARQ BAHUT KAR LIYA, AB FARQ LAAYENGE!

ARTICLE 15

Article 15 may appear to be a mere police procedural film on the surface, but it is also obvious that it is a well-built film that was constructed with a lot of attention. It's set in modern day India. This is not as simple as it may sound on the surface of it; there is more to it than meets the eye. Ayan Ranjan is an officer in the Indian Police Service, and his first day is in charge of a rural branch office, portrayed by Ayushmann Khurrana. He is certainly not accustomed to being out of the city in this manner, and he has to adjust to the local way of life on top of his first case and most importantly, he is missing his girlfriend. Not long after his arrival two of them, cousins, were discovered hanged in a tree near by. They had been employed in a local tannery and were themselves Dalit families, or untouchable, or beyond the caste system. Ranjan is not actually accustomed to caste being an issue and he begins to realize that there are other ways of life in the countryside. He realizes that his officers did not take the girls who were being reported missing seriously. They are shocked to realize how much everyone is ready to close the case as soon as the investigation of a missing person has turned into a homicide, that is why the name of the film is the same as Article 15 of the Indian constitution that prohibits the discrimination according to religion, race, caste, sex, or place of birth. The discrimination evident in the film is that it was prevalent in the local police force and the town at large. It was premised on a number of true India-based events, and it was not intended to depict a single event. It is as a film goer that it actually made me open my eyes to issues I was very unaware of and I never thought would still exist today. There are instances in which Article 15 made me think of the classic film *In the Heat of the Night* produced by Norman Jewison. The sun that shines in the swamps, and the way the country folks crowded round a city officer who did not long lurk about. Well, I guess you can guess why that sixties heading came to my mind. *In the Heat of the Night* demonstrated that some parts of the United States still harbored the elements of prejudice, and the film has managed to establish a test of time, as the book it was based on. I hope that Article 15 can leave the same mark as it appealed to me.

SCHEMES AND ACTS

A photograph showing a person's hands holding a white rectangular box. The box has the text "Governance Schemes" printed on it in a brown, sans-serif font. The background is a blurred office environment with a laptop on a desk and a green plant.

**Governance
Schemes**

ACT

THE CENTRAL EDUCATIONAL INSTITUTIONS (RESERVATION IN TEACHERS' CADRE) ACT, 2019

The Central Educational Institutions (Reservation in Teachers' Cadre) Act, 2019, passed by the Parliament of India, was introduced to ensure fair opportunities in the recruitment of teachers in Central Educational Institutions. The Act provides reservation for Scheduled Castes (SC), Scheduled Tribes (ST), Socially and Educationally Backward Classes (SEBC), and Economically Weaker Sections (EWS) to promote equality and better representation in higher education. It came into effect on 7 March 2019.



The Act defines important terms related to teacher recruitment. Central Educational Institutions include universities established by a Central law, institutions of national importance, deemed universities receiving central support, and other institutions funded by the government. Direct recruitment means selecting teachers through public advertisements, and the teachers' cadre includes all teachers who receive the same pay grade.

A key feature of the Act is that reservation is calculated by treating the entire institution as one unit, instead of calculating it department-wise. However, the Act does not apply to certain institutions such as institutions of excellence, research institutions, and minority educational institutions protected under Article 30 of the Constitution of India. Overall, the Act helps promote social justice and inclusiveness in higher education by ensuring better representation of disadvantaged communities in teaching positions.

Reference:

https://upload.indiacode.nic.in/view-casepdf?type=act&id=AC_CEN_9_30_00043_201910_1562758090123



Vishnupriya J
(I MSW)

STATE SCHEME

ASSISTANCE FOR FUNERAL RITES



The "Assistance for Funeral Rites" scheme by the Adi Dravidar and Tribal Welfare Department of Tamil Nadu provides ₹500 financial support to SC/ST families whose annual income is below ₹24,000. The main purpose of this scheme is to help poor families manage funeral expenses when a family member passes away.

ELIGIBILITY:

- The person applying should be a resident of Tamil Nadu.
- They must belong to the SC/ST (Adi Dravidar or Tribal) community.
- The scheme can be used when a member of their family has passed away.

APPLICATION PROCESS:

STEP1: The applicant should collect the application form from the office of the Panchayat Union Commissioner, Town Panchayat, Municipality, Corporation,

STEP2: fill in all the required details, attach a passport-size photo, and add copies of the necessary documents.

After completing the form, submit it to the concerned office.

STEP3: Request a receipt or acknowledgment as proof for submission

DOCUMENTS REQUIRED

- Proof of identity (Aadhaar card or any other ID asked by the authority)
- Income certificate showing income below ₹24,000 per year
- Caste certificate (SC/ST)
- Death certificate of the family member who passed away
- Any other documents if required by the office.

Reference: <https://www.myscheme.gov.in/schemes/affr>



SHIJO K JOHN
(I MSW)

CENTRAL SCHEME

NATIONAL FELLOWSHIP & SCHOLARSHIP FOR HIGHER EDUCATION OF SCHEDULED TRIBE (ST) STUDENTS

Part-A: Fellowship Scheme

The National Fellowship Scheme is a Central Sector Scheme by the Ministry of Tribal Affairs with the objective to provide financial assistance to meritorious students from Scheduled Tribes to enable them to pursue higher education (M.Phil. or Ph.D.) after completing a post-graduate degree (Master's degree).

Salient Features of the Scheme -

Fellowship under the Scheme will be for pursuing MPhil, Ph.D. by those ST students who have passed the Post-graduation/Master's Degree examination.

Part-B: Scholarship Scheme

The National Scholarship Scheme is a Central Sector Scheme by the Ministry of Tribal Affairs with the objective of encouraging meritorious students from Scheduled Tribes to pursue courses at the Graduate and Post Graduate levels in premier institutes identified by the Ministry in professional fields such as Management, Medicine/Science, Engineering and Technology, Humanities, Law and Social Science, etc.

Salient Features of the Scheme -

This is a Central Sector Scheme, fully funded by the Ministry of Tribal Affairs, and provides 100% funding to Scheduled Tribe (ST) students in courses and institutes approved and notified by the Ministry of Tribal Affairs. The scholarship once awarded will continue till completion of the course tenure, subject to satisfactory performance of the student, as assessed by the institute.

Documents Required -

- Profile Photo {size: -50 KB-100 KB} – JPEG file only.
- Date of Birth Proof- PDF file only.
- Post-Graduation Marksheet (All Semesters and consolidated by merging the documents) – PDF file only.
- ST certificate [Community name should match with drop down list of domiciles States/UTs] – PDF file only.
- PVTG Certificate [Community of PVTG name should match with drop down list of domiciles States/UTs PVTG list] – PDF file only.
- Bonafide Certificate of admission/ joining for Ph.D. / Integrated M.Phil.+ Ph.D. - PDF file only.

References – <https://www.myscheme.gov.in/schemes/nfandshests>



SEJAL PATASKAR
(I MSW)

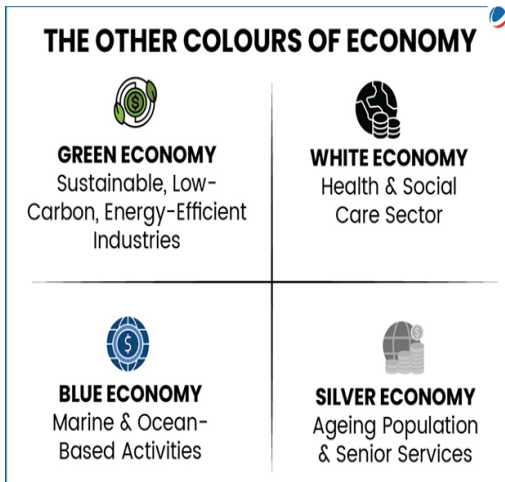
CURRENT AFFAIRS

NEWS

UPDATE



FEBURARY 2026



1. Finance Minister announces a plan to enhance the Orange Economy

The Union Finance Minister has placed importance on the Orange Economy and its opportunities to generate jobs and support innovation, and grow exports and soft power. This economy which is based on ideas and creativity and was first announced by Iván Duque Márquez and Felipe Buitrago, includes those sectors that are connected through audiovisuals/media, live entertainment, gaming and design.



2. India is the U.S.A.'s latest trade agreement, which qualifies as a major milestone.

The U.S. has cut import tariffs on Indian goods from 25% down to 18% and has also elim-

inated an additional 25% tariff, and the two countries are still growing their relationship through further increases in U.S. imports from India and through these imports from India; the U.S. has come not only to respect India but also to officially recognize India as a major partner for the future; the increased imports from India will help place India at the center of the global supply chain and will assist with economic stability.

3. 70% of Local Authorities to receive an estimated ₹79 trillion from 16th Finance Commission

The 16th Finance Commission has recommended that approximately ₹79 trillion be made available to local authorities during the years FY 2026-31. The funds were proposed to be divided approximately 60% rural local authorities and 40% urban local authorities. The most significant challenges faced by local authorities include low property tax collections, over-reliance on grants, virtually no access to the market to borrow, and very weak municipal bond markets. The commission has recommended that local authorities develop GIS property tax systems, have access to a total of ₹100 billion in urbanization incentives to

support their use of the funds, that the recommendations of the Finance Commission (FC) be separate from the recommendations of State Fiscal Commissions; that best practices of the Finance Commission be compiled and identified by Niti Aayog to support Greater efficiency in financing local authorities.

4. Government notified the Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Amendment Rules, 2026

The Indian government has issued a notification regarding the new Information Technology (Intermediaries Guidelines and Digital Media Code of Conduct) Rules of 2026. The amended Rules of 2021 are the first formal regulation of synthetic Generate Information (SGI) in India, specifically for deepfakes and Ai impersonation. Routine editing and academic content will be exempt from regulation. SGI must be marked with prominent labels and meta-data cannot be removed. Social media platforms that are significant social media intermediaries (SSMIs) must verify user declarations of SGI and provide clear disclosures to users. Failure to comply with regulations may result in a loss of "Safe Harbour" under Section 79 of the Information Technol-

ogy



5. NITI Aayog releases Study Report on Agriculture

The NITI Aayog has released a Study Report on Indian agriculture. It outlines a plan for the strategic sequencing and scaling of multiple pathways to achieve net-zero emissions in the agriculture sector. The agriculture sector will contribute approximately 14% of gross value added (GVA) and contribute approximately 14% of greenhouse gases (GHG) in India. Challenges facing this sector include the predominance of smallholders over large farmers, and the subsequent environmental impact.

6. T. Prime Minister Approves Major Schemes for Women, Youth and Vulnerable Citizens

The Prime Minister has approved multiple schemes for Women, Youth and Vulnerable Societies. The PM RAHAT will provide cashless treatment to individuals who have sustained injuries in an accident, in the amount of ₹1.5 Lakh. The Lakhpati Didi Initiative aims to provide support (financial, training, etc.) to 6 crore women who belong to self-help groups by 2029. The Start-Up India Fund of Funds 2.0 has been created with an investment of ₹10,000 crore, to provide financial support to technology-based and manufacturing-based start-ups,

act..

through Alternative Investment Funds (AIFs), which are registered with SEBI and managed by SIDBI, and are classified as being under the auspices of the Department for Promotion of Industry and Internal Trade (DPIIT).

7. Revision of Foreign Exchange Management (Borrowing and Lending) Regulations – 2018 (ECBs) framework

The Reserve Bank of India recently revised its Foreign Exchange Management (Borrowing and Lending) Regulations 2018 permitting residents as non-individuals to borrow (ECBs) up to \$1 billion (or 300% of their net worth). The revisions also establish a new minimum average maturity period of three years for ECBs, although a reduced minimum average maturity period is available for the manufacturing sector.



8. Conclusion of the State Visit of the President of Brazil to India

The two countries have agreed to increase their bilateral trade target to USD 30 billion by 2030 and agreed to cooperate in space, renewable energy and agriculture. The nations signed ten agreements, including an agreement on Rare Earths and Critical Minerals, and have adopted a Digital Partnership for the Future.

9. Release of New Series of GDP

The Ministry of Statistics and Programme Implementation (MoSPI) has published the Updated Series of Annual and Quarterly National Account Estimates, which includes the Gross Domestic Product (GDP).

The GDP New Series is based on 2022-'23 as the reference year post COVID-19, integrates real time/historical and administrative records, aligns Supply-Use Tables to eliminate inconsistencies, refines the estimates of Walks by Incorporating Households (PFCE) and updates the Government Accounts for all New & Existing NPS and OPS Scheme.



10. Indian Prime Minister's visit to Israel.

India and Israel upgraded their bilateral cooperation to a "Special Strategic Partnership for Peace, Innovation & Prosperity." Key outcomes include initiatives on critical and emerging technologies, labor mobility, cybersecurity cooperation, and agriculture and water technology partnerships.

References

<https://visionias.in/current-affairs/news-today/archive>



AAKASH K
(I MSW)

INTERNSHIP OPPORTUNITIES

NAYE PANKH FOUNDATION

Work from home

Start date: Immediately

Duration: 1 Month

Stipend: ₹ 1,500 - 15,000 lump sum

Apply by: 28 Mar' 26

About the Internship

NayePankh Foundation is a UP government, 80G & 12A registered NGO. Featured in The Pioneer, Dainik Jagran, Hindustan, and many more, we are also one of the biggest student-led organizations, working towards the uplifting of the underprivileged & striving to support underprivileged people by all means. We also want to bring a change in society.

Benefits

Certificate

Letter of Recommendation

Flexible work

Who can apply

Only those candidates can apply who:

1. are available for the work from home job/ internship
2. can start the work from home job/internship between 26th Feb '26 and 2nd Apr '26
3. are available for duration of 1 week
4. have relevant skills and interests

*** Women wanting to start/restart their career can also apply.**

To Know More and Apply

<https://internshala.com/internship/detail/work-from-home-1-week-fund-raising-internship-at-nayepankh-foundation1772109073>

BASTI KI PATHSHALA FOUNDATION

Work from home

Start date: Immediately

Duration: 2 weeks

Stipend: 1,500 - 15,000 lump sum

Apply by: 4 Apr' 26

About the Internship

Basti Ki Pathshala Foundation is a government-registered organization established under the Indian Societies Act of 1860. We are a grass-roots organization dedicated to breaking the barriers of education in underserved communities. Founded with a mission to provide quality education to children living in slum areas, we strive to create a nurturing learning environment where every child has the opportunity to thrive.

Benefits

Certificate

Letter of Recommendation

Flexible working hours

Who can apply

Only those candidates can apply who:

1. are available for the work from home job/internship
2. can start the work from home job/internship between 4th Mar'26 and 8th Apr'26
3. are available for duration of 1 month
4. have relevant skills and interests

*** Women wanting to start/restart their career can also apply.**

To know more and apply

<https://internshala.com/internship/detail/work-from-home-part-time-community-influencing-internship-at-basti-ki-pathshala-foundation1772690497>

BASTI KI PATHSHALA FOUNDATION

Work from home

Start date: Immediately

Duration: 1 month

Stipend: ₹ 1,500 - 15,000 lump sum

Apply by: 8 Apr' 26

About the Internship

As a Volunteering Intern at Basti Ki Pathshala Foundation, you will play a crucial role in supporting our mission to provide quality education to underprivileged children. Your role will involve utilizing your skills in Advanced Excel, Client Relationship, Cold Calling, Community Management, Effective Communication, Email Management, English Proficiency (Spoken and Written), Interpersonal skills, Lead Generation, Marketing, MS-Excel, Negotiation, Sales, Sales Strategy, Social Media Marketing, Storytelling, Strategy, and Time Management.

Benefits

Certificate

Letter of Recommendation.

Flexible Working Hours

Who can apply

Only those candidates can apply who:

- 1. are available for the work from home job/internship**
- 2. can start the work from home job/internship between 9th Mar'26 and 13th Apr'26**
- 3. are available for duration of 1 month**
- 4. have relevant skills and interests**

*** Women wanting to start/restart their career can also apply.**

To know more and apply

<https://internshala.com/company/basti-ki-pathshala-foundation-1707819243>

AADI FOUNDATION

Work from home

Start date: Immediately

Duration: 1 month

Stipend: Unpaid

Apply by: 6 Apr' 26

About the Internship

Aadi Foundation started in 2021, is a non-profit organization committed to bringing the best educational resources to the under-served tribal communities of Delhi, Dehradun, etc., in India. We also distribute food items in poverty-stricken areas and always stress activities and strategies that cover the whole cycle of what is required for providing quality education and food to an individual child in a structured manner. Our mission is to build a platform for vulnerable and oppressed children, living in poverty, thus empowering them with well-equipped education and gaining knowledge to alleviate poverty.

Benefits

Certificate

Letter of recommendation

Flexible work hours

5 days a week

Who can apply

Only those candidates can apply who:

- 1. are available for the work from home job/internship**
- 2. can start the work from home job/internship between 7th Mar'26 and 11th Apr'26**
- 3. are available for duration of 1 month**
- 4. have relevant skills and interests**

*** Women wanting to start/restart their career can also apply.**

To know more and apply

<https://internshala.com/company/aadi-foundation-1658985179>

ODISHA DEVELOPMENT MANAGEMENT PROGRAMME (ODMP)

Work from home

Start date: Immediately

Duration: 2 weeks

Stipend: ₹ 500 - 3,000 /week

Apply by: 8 Apr' 26

About the Internship

ODMP is inviting applications for its 2-week fundraising & community outreach associate internship, dedicated to supporting underprivileged communities and waste picker families. Throughout this internship, interns will lead fundraising campaigns and manage digital outreach to mobilize essential resources for the organization's social causes.

Benefits

Certificate

Letter of recommendation

Flexible work hours

5 days a week

Who can apply

Only those candidates can apply who:

1. are available for the work from home job/ internship
2. can start the work from home job/ internship between 9th Mar'26 and 13th Apr'26
3. are available for duration of 2 weeks
4. have relevant skills and interests

*** Women wanting to start/restart their career can also apply.**

To know more and apply

<https://internshala.com/company/odisha-development-management-programme-odmp-1627223489>

CONSCIOUS HUMANITY NETWORK FOUNDATION

Work from home

Start date: Immediately

Duration: 6 Months

Stipend: ₹ 2,000 - 24,000 /month

Apply by: 10 Apr' 26

About the Internship

CHNF (Conscious Humanity Network Foundation) - Global Non-Profit Aggregator and Communities - CHNF was incorporated on 11/10/2023 as a Section 8 Non-Profit Company under the Indian Companies Act, 2013. Broadly, over the years, all the non-profit ecosystem players in the world will be aggregated and their products & services will be available on our websites & apps. What all the ecosystem players need will also be available on our websites & apps.

Benefits

Certificate

Flexible work hours

Who can apply

Only those candidates can apply who:

1. are available for the work from home job/ internship
2. can start the work from home job/ internship between 10th Mar'26 and 14th Apr'26
3. are available for duration of 6 months
4. have relevant skills and interests

*** Women wanting to start/restart their career can also apply**

To know more and apply

<https://internshala.com/company/conscious-humanity-network-foundation-1746047355>



SUSINDHAR S
(I MSW)

MSW JOB OPPORTUNITIES

1. Project Coordinator

Gyan Seva Bharti Sansthan (GSBS)

Location: Bihar

Job ID: 288234

Job Email ID: gsbsofficialsupaul@gmail.com

Apply by: 23 Mar 2026

2.. Coordinator- Business Development & Partnerships

Karl Kubel Foundation For Child And Family

Location: Coimbatore/ Hybrid, Tamil Nadu

Job ID: 288274

Job Email ID: info@karlkubelfoundation.org

Apply by: 29 Mar 2026

3. Admin Officer

IPE Global Centre for Knowledge and Development (CKD)

Location: Himachal Pradesh, Maharashtra, Odisha

Job ID: 288154

Job Email ID: hr@ipeckd.org

Apply by: 18 Mar 2026

4. Field Coordinators

Grameen Development Services (GDS)

Location: Jamunaha Block of Shravasti, Uttar Pradesh

Job ID: 288215

Job Email ID: info@gds.org.in

Apply by: 20 Mar 2026

5. Research Intern

DAI Research and Advisory Services

Location: Delhi

Job ID: 288292

Job Email ID: urbanretailsurvey@gmail.com

Apply by: 22 Mar 2026

6. Project Coordinator

Chaupal (Chaupal Gramin Vikas Prashikshan Evam Shodh Sansthan)

Location: Ambikapur, Surguja District, Chhattisgarh

Job ID: 288120

Job Email ID: chaupal.job@gmail.com

Apply by: 20 Mar 2026

7. Executive Assistant / Team Assistant

National Council Of Applied Economic Research (NCAER)

Location: New Delhi, Delhi

Job ID: 288268

Job Email ID: hr@ncaer.org

Apply by: 25 Mar 2026

8. Supervisors

Gyan Seva Bharti Sansthan (GSBS)

Location: Bihar

Job ID: 288236

Job Email ID: gsbsofficialsupaul@gmail.com

Apply by: 23 Mar 2026

9. Office Administrative Support

Gyan Seva Bharti Sansthan (GSBS)

Location: Bihar

Job ID: 288239

Job Email ID: gsbsofficialsupaul@gmail.com

Apply by: 23 Mar 2026

10. Junior Research Technicians / Senior Project Associate

Starshield Security Solution Pvt.Ltd

Location: Uttar Pradesh

Job ID: 287635

Job Email ID: communications@starshieldsolution.com

Apply by: 30 Mar 2026

Source <https://www.devnetjobsindia.org/>



ROSE MARIA
(I MSW)

march 2026

SUN	MON	TUE	WED	THU	FRI	SAT
 1	 2	 3	 4	 5	 6	 7
 8	 9	 10	 11	 12	 13	 14
 15	 16	 17	 18	 19	 20	 21
 22	 23	 24	 25	 26	 27	 28
 29	 30	 31	 32	 33	 34	 35

IMPORTANT DAYS - MARCH

- | | |
|---|--|
| 1 March – Zero Discrimination Day;
World Civil Defence Day;
Self-Injury Awareness Day | 18 March – Ordnance Factories Day (India) |
| 3 March – World Wildlife Day;
World Hearing Day | 20 March – International Day of Happiness;
World Sparrow Day |
| 4 March – National Safety Day; Holi | 21 March – International Day of Forests
(World Forestry Day);
World Down Syndrome Day; |
| 6 March – Employee Appreciation Day | World Poetry Day |
| 8 March – International Women’s Day | 22 March – World Water Day |
| 9 March – No Smoking Day (Second Wednesday of March) | 23 March – World Meteorological Day;
Shaheed Diwas |
| 10 March – CISF Raising Day | 24 March – World Tuberculosis (TB) Day |
| 12 March – World Kidney Day;
Dandi March Anniversary | 25 March – International Day of Solidarity
with Detained Staff |
| 14 March – Pi Day;
International Day of Action for Rivers | 26 March – Purple Day for Epilepsy;
Ram Navami |
| 15 March – World Consumer Rights Day | 27 March – World Theatre Day |
| 16 March – National Vaccination Day (India) | 31 March – Mahavir Jayanti |



ROSE MARIA
(I MSW)

Source - <https://www.calendarr.com/india/calendar-march-2026/>

ALUMNI CORNER



Name

Saranya J

Roll number

CB.MSW15009

Batch

2015-2017

Mobile number

8072643002

Email address

saranyajegan25@gmail.com

Present Organisation details

Peacock Pixel Solution

Job title

Founder & CEO

1. How was your life at Amrita?

My time at Amrita was one of those experiences that quietly changed everything. I came from an IT background, and honestly, choosing to do my Masters in Social Work felt like a leap. But Amrita gave me something I didn't expect. It helped me see work differently. Through the university, I got to work with UNICEF, and I met people who genuinely cared about impact over titles.

What I'm most grateful for is that those connections didn't just fade after graduation. Many of them are still part of my life today, cheering me on, collaborating, and pushing me to grow.

That network, built on real trust and shared values, has been one of the biggest reasons my business is where it is now. Amrita didn't just educate me, it gave me a community I still lean on.

2. What are the key skills that you learned at Amrita that helped your career?

At Amrita University, I developed people-centric skills that genuinely shaped how I work today - empathy, ethical decision-making, and the ability to see situations beyond the surface. The academic environment taught me to think systemically, communicate with clarity & approach every project with real purpose.

Working on community projects and later with UNICEF taught me how to connect with people from completely different backgrounds and earn their trust. But what stuck with me most was learning to ask better questions - not just "what needs to be done?" but "what actually matters here?" That shift in thinking changed everything.

Now, when I work with founders or build marketing strategies, I'm not just checking boxes. I'm sitting with them, understanding

their struggles, and figuring out what will genuinely help them move forward. Amrita taught me that good work isn't about being the smartest person in the room, it's about truly caring about the people you're trying to help.

3. How is the current scope of Social Work?

The scope of social work has evolved far beyond traditional welfare. It's now a highly professionalized, multi-disciplinary field that's shaping how industries operate. In 2026, we're seeing unprecedented integration across mental health advocacy, corporate social responsibility (CSR), digital inclusion, and community-driven business models. Social workers are no longer just on the field, they're policy influencers, wellness strategists in corporate boardrooms & ethical consultants in tech firms.

4. What message you would like to give to the current MSW students?

My message to all students is to become 'Compassionately Tech-Savvy.' As we move further into 2026, the scope of social work is expanding into digital mental health, CSR analytics, and sustainable development.

Use your time at Amrita to master the intersection of technology and social impact. Be proactive in your research and treat your rural camps and internships as the laboratory for your future career. The world needs social workers who are both professionally sharp and ethically rooted, Amrita provides you the perfect ecosystem to become both.

5. What are your key responsibilities in the present job?

As a Marketing agency Founder, I manage end-to-end marketing strategies for founders and CXOs looking to scale their businesses.

My key responsibilities include developing

integrated marketing systems- from social media management and content strategy to website development, email automation, and AI-driven solutions. I work closely with clients to understand their business challenges, then build cohesive marketing ecosystems where every touchpoint aligns with their growth goals.

Beyond execution, I focus on strategic consulting, helping clients see the gaps in their current approach and implementing systems that actually move the needle. I also manage a team, ensuring we deliver quality work while staying agile and responsive to client needs.

Essentially, I'm bridging the gap between what founders want to achieve and the marketing infrastructure they need to get there.

6. Who is/are your inspiration?

My biggest inspiration is my dad. He started from zero, lost his father at 16, raised four younger siblings, and built a successful construction business through sheer resilience and integrity. When betrayal led to massive business losses, he didn't give up. What stayed with him wasn't the money - it was his reputation and the trust people had in him. That taught me everything about loyalty, ethical work, and the kind of legacy that actually lasts.

My husband is another constant source of inspiration. He believed in me before I believed in myself, pushed me out of my comfort zone, and continues to support my dreams like they're his own.

When it comes to Amrita, I'm deeply grateful to Rangasamy sir, Suja ma'am, Priya ma'am, Kanagaraj sir & Sathish anna - professors who genuinely invested in helping me achieve my goals. Beyond faculty, the staff at Amrita, my classmates, my seniors & my juniors all played a role in shaping who I am today. I'm still in touch with many of them

nearly a decade later & those relationships continue to matter.

Honestly, inspiration isn't about one single person. It's a combined effort of everyone who comes into your life. Each person teaches you something - whether it's resilience, kindness, professionalism, or perspective. The key is to take the good from each of them and use it to make your life purposeful. That's what I try to do every day.

7. Any other thing you would like to share?

Don't underestimate the value of what you're learning at Amrita. The skills you're building - empathy, ethical thinking, the ability to see people and systems clearly are exactly what the world needs right now. Social work isn't a backup plan or a "soft" career. It's a foundation that opens doors across industries you might not even be considering yet.

Stay curious. Build genuine relationships with your peers and mentors, those connections will matter more than you realize. And don't be afraid to take unconventional paths. I went from IT to social work to UNICEF to entrepreneurship & every step made sense because I stayed rooted in purpose.

Your degree isn't just preparing you for a job, it's equipping you to create meaningful impact wherever you go. Trust the process, stay open to possibilities & remember - the best work happens when you truly care about the people you're serving. I'm cheering for each one of you. The world needs what you're becoming. Go out there and make it count.

All my best wishes,

Saranya J

UGC NET QUESTIONS SOLVED JULY 2016

Paper – III

1. The right to choose the place of meeting in social case work is preferably vested with the

- (1) Agency
- (2) Client
- (3) Social Worker
- (4) Person accompanying the client

2. Feeling of extreme sadness and loneliness is symptom of

- (1) Phobia
- (2) Hysteria
- (3) Manic depression
- (4) Paranoia

3. Abnormal psychology is presently called

- (a) Psycho pathology
- (b) Study of abnormal behaviour
- (c) Science of mental disorders
- (d) Science of neurotic disorders

Codes :

- (1) (a) only
- (2) (a) and (b) only
- (3) (a), (b) and (c) only
- (4) (a), (b), (c) and (d)

4. As per global definition of 2014, social work is not concerned with the promotion of which one of the following ?

- (1) Social change
- (2) Social cohesion
- (3) Social choices
- (4) Liberation of people

5. Which of the following is not a system in system approach ?

- (1) Change agent system
- (2) Client system
- (3) Target system
- (4) Personality system

6. Drug abuse denotes

- (1) Frequent use of drug
- (2) Use of illicit drug
- (3) Physical dependence on drug
- (4) Psychological dependence on drug

7. Which among the following is not a feature of Random Sampling ?

- (1) It makes the sample representative of the population.
- (2) It ensures generalization of results.
- (3) It reduces error and increases precision of the experiment.
- (4) It maximizes experiment variances.

8. Terms of Reference (TOR) includes

- (i) Time dimension
- (ii) Expected Results
- (iii) Corrections
- (iv) Limitations

Codes :

- (1) (ii) only
- (2) (ii) and (iii) only
- (3) (i) and (iv) only
- (4) (i), (ii) and (iv) only

9. Who among the following is associated with the concept of 'Social Fact' ?

- (1) Emile Durkheim
- (2) Karl Marx
- (3) M. Mauss
- (4) Max Weber

10. Herbert Spencer's model of society was essentially

- (1) Consensus
- (2) Organic
- (3) Functionalist
- (4) Conflict

ANSWER KEY

OPTION 2

OPTION 4

OPTION 1

OPTION 3

OPTION 4

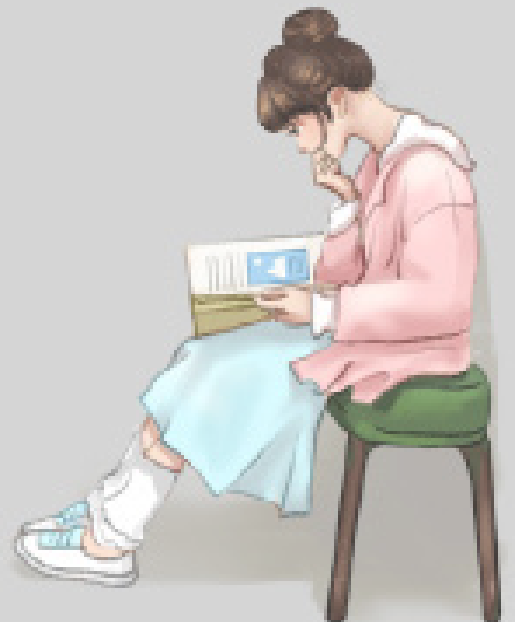
OPTION 4

OPTION 4

OPTION 1

OPTION 2

OPTION 2



SUSINDHAR S
(I MSW)

BSW (H) 4 Years

Bachelor of Social Work Honours with Research

*Striving for excellence - A world class
programme first of its kind*



2026 ADMISSIONS OPEN

ELIGIBILITY

A minimum of 50% mark in 12th board exams followed by Interview

MULTIPLE EXIT OPTIONS

- ▶ Year 1 Certificate in Social Work
- ▶ Year 2 Diploma in Social Work
- ▶ Year 3 Bachelor of Social Work
- ▶ Year 4 Bachelor of Social work with Honours Research



SCAN TO APPLY



AMRITA
VISHWA VIDYAPEETHAM
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Phone: 0422 - 2619390



msw@amrita.edu , mswudaan@gmail.com,



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