



Department of Social Work  
UGC Centre of Advanced Study  
Jamia Millia Islamia

(NAAC Accredited **A++** Grade)



# Dastak

Knocking the door of conscience

Edition: February- March 2022





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## From the Editor's desk

Dear Reader,

*As we sail through another edition of Dastak, I wish to congratulate all the members of the editorial board and Department Faculty. In this edition, we present an amalgamation of themes and ideas that concern the Department of Social Work and its students. We present a glimpse of a select few excellent pieces of articles, poetry and a couple of fieldwork experiences to reflect upon.*

**Literary Society, Dept. of Social Work, JMI**



# The Biggest Blessing

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-Anwesha Sanyal, PhD Scholar, 2021-22



It was the 3rd of September, 2021, when Jamia Millia Islamia released the final results of PhD admissions. I clearly remember I had visited the university on 3rd August 2021, my father's birthday, for submitting my research synopsis at the Department of Social Work, Department of Psychology and Department of Sociology. My father had called up my grandma (*Nani*) to wish her a very 'Happy Birthday' while we were at the Department of Psychology.

When I entered the Department of Social Work, I got a call from my mother, asking me my whereabouts.

Then she told me that she wished *Nani* and told her about the submission of my research synopsis for the PhD Program to which *Nani* replied, "I hope she gets the PhD program of her choice". I remember telling my father '*I want to study in this department*'. The day ended with me and my mother celebrating my father's birthday. Little did we know that it was the last time my father and I spoke to my *Nani*. On 7th August 2021, we got a call from our relatives in Kolkata saying that *Nani* is in a critical situation. Sadly, after her demise, it was quite hard to keep up with interviews and admissions. I always wanted to study in this department.

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The day of my Interview arrived. I was quite nervous as defending one's research proposal is quite challenging. I didn't know that I was a step closer to my dream on 27th August 2021.

Coming back to where I started the article, that is, the day of 3rd September 2021. It was the day when I was constantly checking the admission portal of the university, switching through the departments time and again. Feeling tired, I went on to take a nap and woke up only to see my name on the final admissions list for the PhD program in the Department of Social Work. I was jumping with happiness as I wanted to study in this department, really bad. I cannot describe the feeling in words. It was euphoric, or even more than that. Getting a PhD in the department of my choice was a dream come true. I instantly called all my relatives, except my Nani. Coincidentally, the list was released exactly a month from the time she said '*I hope she gets the PhD program of her choice*'. I was feeling restless, I just wanted to somehow convey this good news to her. She would have been happy to know. That's when one of my cousins told me, '*She already knows and she is blessing you*'. Somewhere, I feel, I would like to dedicate this degree to my *Nani*.

I carried on with my PhD classes, visiting my professors, getting to know my classmates but at the back of my mind, I always wish I could tell her. I had never imagined a PhD being online, all my thanks to the Pandemic situation. However, our professors contributed a great deal in making the online classes very interactive and informative. Coursework has come to an end, exams starting on the first of March 2022. Ahh! What a rollercoaster. It has been an amazing journey of five-six months. Yes, at times, I did struggle to even write a line, but the real struggle was the term paper. Phew! It's done. I am now looking forward to the next steps in the journey and making my *Nani* proud for this has been the biggest blessing in 2021.





## Why do children facing child sexual abuse remain silent?

Syantika Sanyal, PhD Scholar, 2021-22

The issue of sexual abuse, especially child sexual abuse is one of the most sensitive topics to be discussed. According to the report "Sexual Abuse: Surviving the Pain" by Barabara E. Bogorad published by 'Sexual Abuse Recovery Program Unit South Oaks Hospital, New York,' it is estimated that about 70% of the child abusers are re-offenders, which means the abusers have unsupervised access to children making the children vulnerable to repeated sexual abuse. These offenders may be anyone, from family members to "friends" of the family, babysitters, tutors, etc. In such cases, though the POCSO is established by the Indian government as a comprehensive law for the protection of children from the offences of sexual assault and sexual harassment, the main challenge lies with making the child reveal about the abuse to non-abusive guardians, social workers or police. To understand the reason for their silence about the abuse we need to dive into the psychology of the children and understand how the entire experience of abuse becomes a part of their reality. Thus, dissecting the reasons for their silence, the following factors can be considered by professional social workers while dealing with children facing abuse:

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## **Confusion with regular lifestyle**

Children not having appropriate sex education often feel confused about what is happening to them. They fail to identify the behaviour as abuse and think that it is a part of everyone's life. For example, children are often hugged and kissed by the elders as a form of affection. So now, if someone caresses or sexually kisses the child, the child cannot differentiate it from the regular affection they receive from everyone. Also, in some cases, the child may feel that everyone has to go through the abuse while growing up, as the abuser already manipulates the child into abuse using several tricks and stories.

## **Not having appropriate language**

One of the most important problem of parents is that they shy away to teach the children names of sexual organs or give sex education. Due to the absence of such important lessons in life, children often do not understand how to articulate their abuse to elders. This acts as an advantage for the abusers since they know that their victims will never be able to make them liable for their actions, or it also gives the abusers a scope to manipulate their act of abuse as cuddling or affectionate behaviour towards the child.

## **Fear**

Having very little or no agency makes the children vulnerable and risky to the abuser who often seems to influence the child's family. Many times the child is threatened with harm/injury/humiliation by the abuser if he/she speaks up about the abuse to anyone. It causes the children to suffer in silence.

## **Humiliation**

In many cases of child sexual abuse, it was seen that the parents or close guardians blamed the child for the abuse. Owing to the tendency of comparison by parents, often the children have to hear "This kind of things does not happen to your friends. Then why are you only subjected to such abuse? I think you must have done something or seduced the abuser". Also, once the case of abuse comes into public the family member and society starts treating the child differently leading the child towards more self-doubt and self-hatred.

## **Helplessness/trapped**

Children often do not know whom to approach and how to approach for registering the case of abuse. Moreover, if the child is not supported by a non-abusive guardian even after revealing the abuse that is happening to him/her, the confidence of the child falls drastically which makes him/her hide their abuse from the outer world. So, acceptance of the first revelation of abuse without harsh judgement is very important to make the child feel helped and empowered enough to take legal actions against the abuser.

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### **Sense of unreality**

One of the defence mechanisms of the victims of repeated sexual abuse is that they detach their souls from the body when the abuse takes place. For example, a tutor comes to teach a girl and he abuses the girl behind closed doors. When the abuse stops and the girl comes out of the room she sees that regular activity is going on outside the room – the mother is cooking or the father watching the news. So this kind of unchanged environment makes the girl question whether that abuse happened or was it her delusion. When the victim feels that the abuse did not happen in reality, it makes him/her relieved and easier to adjust mentally to the scary situation.

### **Pain/pleasure**

The bodily mechanism of having sexual arousal during sexual abuse/rape is much debated, but it cannot be denied completely. When the first sexual experience of a child comes through the abuser, the child may feel bodily pleasure but hate the act at the same time. This can be explained by 'the body says yes, but the mind says no'. Victims who experience such pleasure through their painful abuse are more prone to hate themselves afterwards for 'enjoying' the abuse. If the entire procedure is observed from the anatomical point of view, it will be seen that such bodily response is natural and it cannot be concluded that the victim was 'enjoying' the act.

### **Scared to disturb family equilibrium**

In the case of incest child sexual abuse, the family becomes dysfunctional after knowing the fact that their own family member assaulted a child from the family. Children often anticipate this situation, and to make peace within the family they tend to remain silent throughout their life keeping the abuse a secret with themselves forever.

There may be many other reasons apart from the above-stated ones about why children do not speak up about their abuse. Nearly 95% of all women have experienced sexual abuse in their lifetime and it causes a scar that is ineradicable. In order to work with the victims of child sexual abuse, a social worker needs to understand the dynamics of social, emotional and psychological dimensions which play a huge role in shaping the victim's life dealing with the trauma of child sexual abuse.

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# Recent Amendments in Juvenile Justice (Care and Protection of Children) Act 2015 and its implications for Social Work

Mushtaq, PhD Scholar, 2021-22

The Juvenile Justice (Care and Protection of Children) Amendment Bill, 2021, passed unanimously in the Lok Sabha that seeks to amend the Juvenile Justice Act, 2015. The bill was introduced in Lok Sabha by the Minister of Women and Child Development, Ms. Smriti Zubin Irani on March 15, 2021. The National Commission for Protection of Child Rights (NCPCR) during its audit of Child Care Institutions (CCIs) in 2020 found that 90% of CCI are run by NGOs and out of that 39% CCIs were not registered. It also found that less than 20% CCIs, especially for girls were not set up in some states indicating regional disparities in terms of care and protection of children besides that 26% of child welfare officers were not deployed. Apart from these around three-fifths of CCIs have no toilets, one-tenth have no drinking water and 15% of homes don't have provisions of separate beds and no diet plans. Considering all the factors the elevating factor which had become a

predecessor in the amendment of the act is the "Nirbhaya case" where one of the rapists was a juvenile with just a few months less than 18, he got off with only 3 years punishment. Here are the main highlights of the amendment in the Act.

## Key Amendments

**Serious Offences:** These are those offenses for which the punishment is imprisonment between three to seven years, mostly pertains to sexual offences and violent sexual crimes. Both heinous and serious crimes (like the possession and sale of an illegal substance, such as drugs or alcohol) have also been clarified and Juvenile Justice Board is assigned the task to inquire about a child who is accused of a serious offense. If any child in the age group of 16 to 18 years commits "heinous crime: then he/she will be treated as an "Adult".

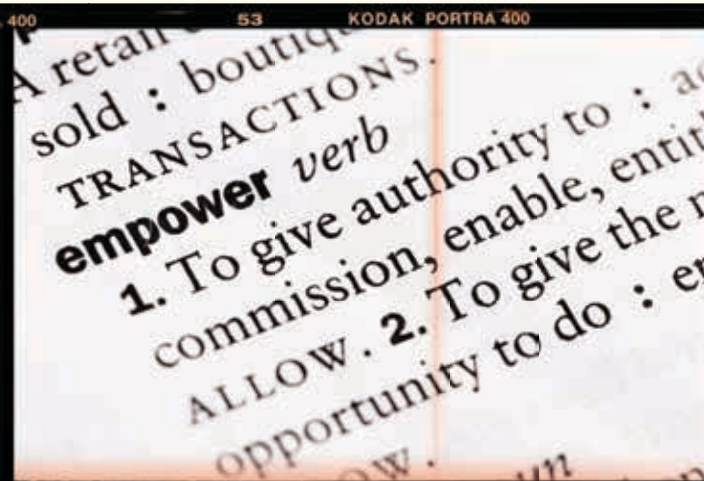




**Non-cognizable Offences:** The Act provides that an offence that are punishable with imprisonment between three to seven years are cognizable and non-bailable, now this has been made non-cognizable and non-bailable.

**Adoption:** The adoption order issued by the court establishes that the child belongs to the adoptive parents. The amendment provided that instead of the court, the District Magistrate (including Additional District Magistrate) will issue such adoption orders.

to be 100 percent compliant with the provisions of the JJ Act. DM (Collector) and ADMs will monitor the functioning of various agencies under the JJ Act in every district. This includes the Child Welfare Committees, the Juvenile Justice Boards, the District Child Protection Units, and the Special juvenile Protection Units. They are also responsible now for ensuring that CCIs falling in their district are following all norms and procedures. The DM will also carry out background checks of Child Welfare Committee members, who are usually social welfare activists, including educational



**Appeals:** The amendment provided that any person aggrieved by an adoption order passed by the district magistrate may file an appeal before the Divisional Commissioner, within 30 days of such order. Such appeals should be disposed of within four weeks from the date of filing of the appeal.

**Empowering District and Additional District Magistrates:** The NCPCR report of 2019-20 had found that not a single Child Care Institution in the country was found

qualifications, as there is no such provision currently to check if a person has a case of girl child abuse against him.

**Designated Court:** The Act provides that offences against children that are punishable with imprisonment of more than seven years, will be tried in the Children's Court (equivalent to a Sessions Court). Other offences (punishable with imprisonment of fewer than seven years) will be tried by a Judicial Magistrate. Now it has been amended that all offences under the Act will be tried in the Children's Court.

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**Child Welfare Committees (CWCs):** The Act provides that states must constitute one or more CWCs for each district for dealing with children in need of care and protection. It provides certain criteria for the appointment of members to CWC. For instance, a member should be: (i) involved in the health, education, or welfare of children for at least seven years, or (ii) a practicing professional with a degree in child psychology, psychiatry, law, or social work. The amendment added certain criteria for a person to be ineligible to be a member of the CWC.

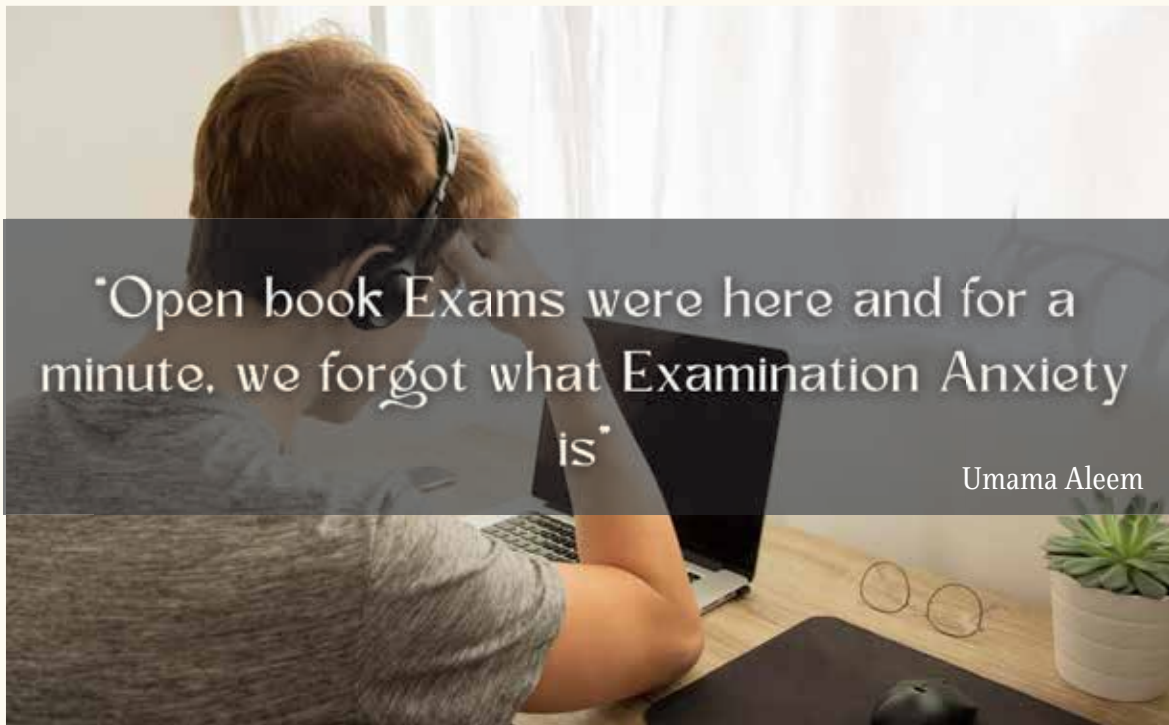
These include:

- (i) having any record of violation of human rights or child rights, or
- (ii) being a part of the management of a child care institution in a district.

#### **Implications for Social Work**

Social Work is a practice-based profession and for every practice, knowledge is a must. The JJ Act is the primary act that caters to all the needs of Children in Need of Care and Protection (CNCP) and Children in Conflict with Law (CCL). The major amendment in this act pertains to the consideration of children from age 16 to 18 years as an adult in terms of heinous crimes irrespective of any socio-cultural context. Social Workers are actively engaged in protecting and promoting the rights of children in various capacities during fieldwork training and professional practice. Hence, the awareness of the amendments and changes in the proceeding related to the nature of crimes, its punishments, adoption, appeal, membership, and monitoring and evaluation of Child Care Institutions become crucial across disciplines in general and Social Work in particular.





“Anxiety and stress produced by an impending exam, or induced at the time of an exam”, is often referred to as test-induced anxiety. It is common to be nervous before or during an exam, but test-induced anxiety can be serious enough to interfere with our potential to do our best.”(UC Davis Education). Over centuries educational institutions all over the globe have run on tests and exams as a means for educational assessment and it can be assumed that it has been exactly that long since students suffer from test induced anxiety or examination anxiety. The mere thought of an important exam is enough to make some students’ stomachs give up digestion. Test anxiety can skew assessment outcomes, creating a false picture of performance. If a student does badly on a test yet understands the material, the results do not truly represent how well a curriculum is serving or how well the student is progressing. One way this can be reduced is by recognising test anxiety and employing ways to reduce its impact, another factor that apparently

helps is having the added pressure of remembering the information, be removed.

Because of the Covid-19 pandemic and subsequent lockdown all over the world, Open Book Exams replaced the offline, regular exams and every student who suffers from exam anxiety viewed this as a silver lining. It was not just the ease of having access to all the information needed for any exam but the added comfort of giving exams online curled up at home with coffee and snacks.

Although the curriculum was indeed changed to fit this new and rather relaxed way of assessment, and a scientific study of the matter is a need, we can assert that students evidently still found these exams to have helped them learn nearly as much as offline exams would have. It would be a fairly interesting research project to analyze these empirical findings as they relate to the existing systems of education and educational assessment.



# Today the sky called me up

by Lishaka Gulati

*Today the sky called me up and said*

*hi, I saw that you went for a walk but you danced instead  
did you realize, that people were looking at you*

*like you were out of your mind*

*well, it wasn't my first time*

*over the top, you appeared to be manic  
lonely girl trotting on toes  
so out of control  
just swaying to the music*

*maybe someday, sky, you and the people will realize, that we have to lose ourselves  
to this lucid music  
and not always care about other people's eyes*

*try it with me, sky  
let's go for a walk  
and dance instead*

*let them look at us and wonder  
how we're out of your mind  
let them look at us and wonder  
how we're two of a kind*





# Mai

by Zainab Noor



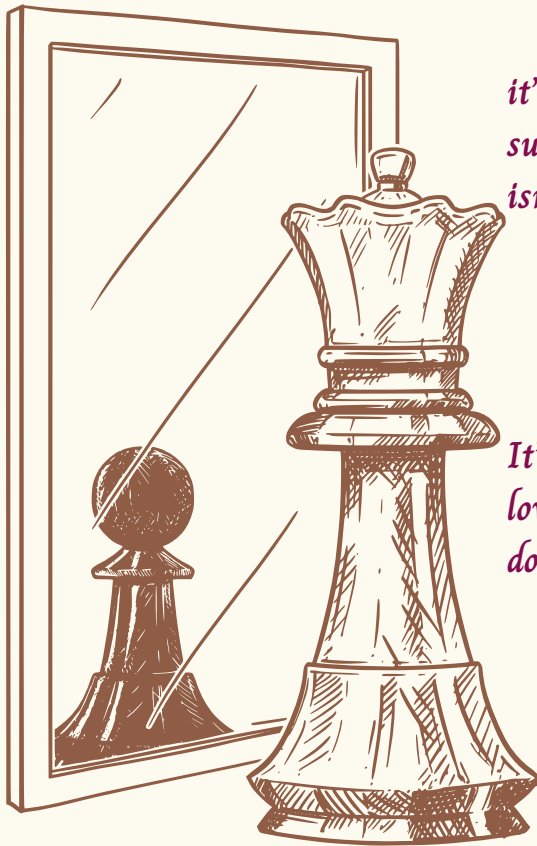
*Mai aasmaan sitaar hu  
Mai nadhi be-kinaar hu  
Mai khud ik sansaar hu  
Mai ek tezz dhaar hu  
Tu haan keh mai bekar hu  
Tu naah keh mai tayyar hu  
Mai aag ka fuwaar hu  
Mai tandrust bimaar hu  
Mai bhuki dhakaar hu  
Mai masjid-e-minaar hu  
Mai do kaudi dinaar hu  
Mai malang hoshiyaar hu  
Mai pyaaro ka pyaar hu  
Mai dushmani talwaar hu  
Mai jeet aur haar hu  
Mai kaaton ka taar hu  
Mai khatm nahi baar baar hu  
Mai ek nahi hazaar hu  
Mai saadgi bhrammaar hu  
Mai laalchi dildaar hu  
Mai khaali darbaar hu  
Mai anjaan jaankaar hu  
Mai aazad shikaar hu  
Mai khudka dulaar hu  
Mai soona bazaar hu  
Mai raees lachaar hu  
Mai bezzat waqqar hu  
Mai yuva lalkaar hu  
Mai budhi khakhaar hu  
Mai kuch beshumaar hu  
Mai kami shaandaar hu  
Mai waqt ki pukaar hu  
Mai waqt ki pukaar hu*

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# It's just that...

by Lishaka Gulati



*it's just that  
surviving  
isn't the same as living*

*and saying thank you  
isn't the same as having gratitude*

*It's just that  
loving someone  
doesn't necessarily mean you're in love*

*and at times  
changing the world  
doesn't necessarily mean you're saving the world*

*it's just that  
not knowing, what's happening around you  
doesn't necessarily mean  
you're living under a rock*

*and being married  
doesn't necessarily mean  
that you're settled*

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*its just that  
we got to try  
to not be disillusioned  
by these so-called  
'grown—up' perspectives*

*it's just that  
we got to try  
to not let faith  
be based  
solely on comfort  
and excuses*

*it's just that  
we got to try  
to not let that magic  
within us  
die*

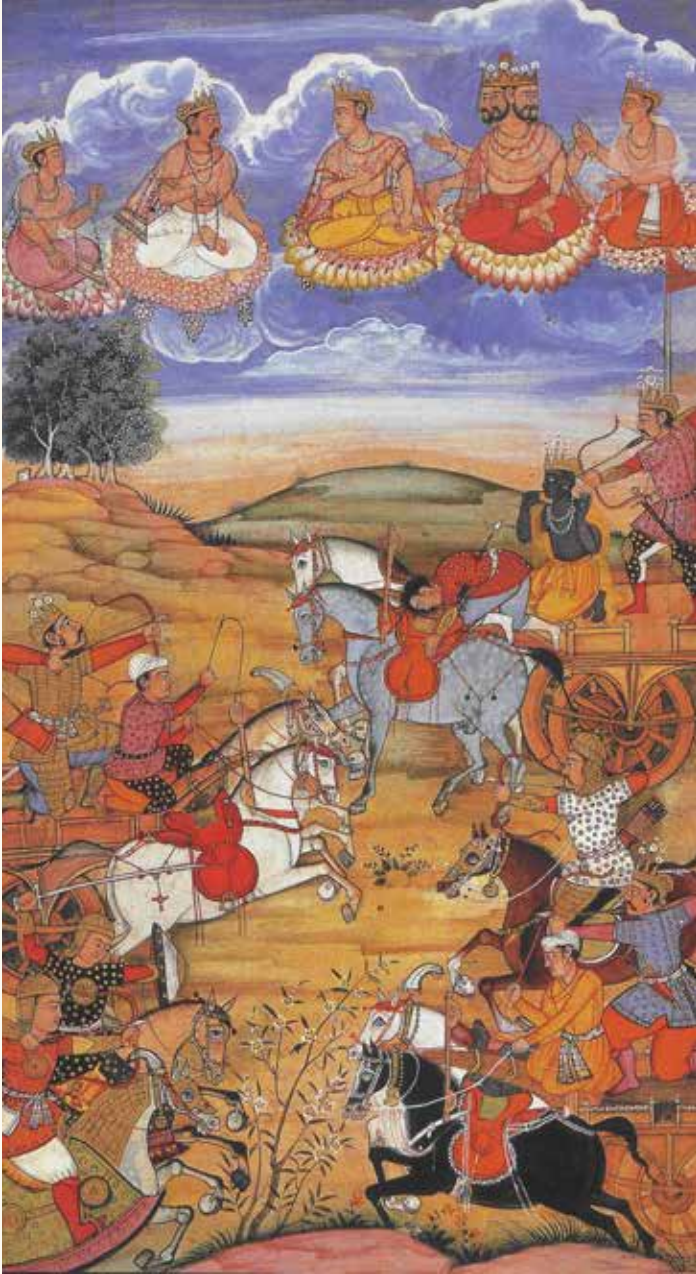
*it's just that  
we got to try  
to live our life  
and not just  
survive*





# प्रयाण

by Salim



अग्रणी होकर जीवन पथ पर,  
चलता नित नए भेष बदल कर,  
यक्ष, पूछता प्रश्न निरंतर,  
कब होगा उद्धोष युधिष्ठिर?

भरा हुआ आडंब भयंकर,  
तुझमें रावण में क्या अंतर,  
अहंकार अग्नि में जल कर,  
प्रलय मार्ग पर, हो न अग्रसर,

धर्मयुद्ध में हार मानकर,  
अर्जुन बैठा त्याग जानकर,  
मधुसुधन ने रथ थाम कर,  
विजय तिलक लगाया पांडव मथ  
पर,

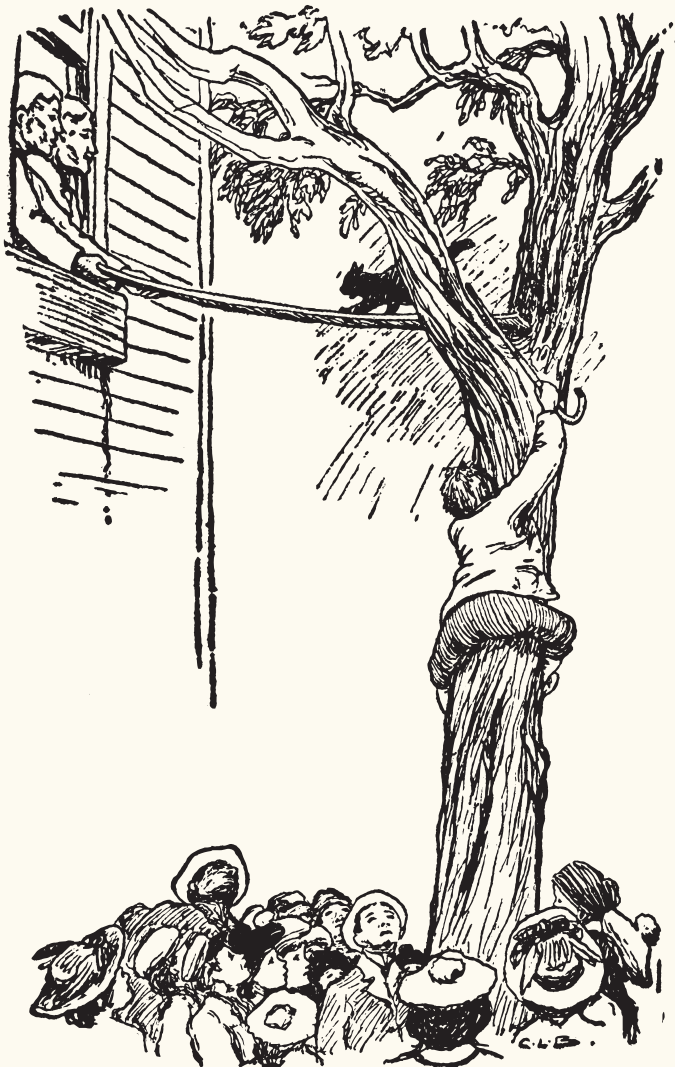
मनुज ज्ञान इन सभी से लेकर,  
पथ निर्धारित कर, निश्चित कर,  
चलना है जब जीवन पथ पर,  
हर पग निडर, हो ननश्चल स्वर ॥





# Just never tried...

by Lishaka Gulati



*never won  
never lost  
just never tried*

*kept still  
never moved  
scared  
of free will*

*eyes shut  
heart closed  
turned away  
from everything that grows*

*never cared  
never shared  
oh, so much despair*

*never won  
never lost  
just never tried*

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# औरत

ज़ेब हुसैन



गिरते ज़माने को उठाती है औरत।  
इंसान को इंसान बनाती है औरत।  
कभी किस ढंग में कभी किसी रंग में।  
ज़िन्दगी को जीना सिखाती है औरत।

कभी माँ बनके कभी बेटो बनके।  
दनिया को नया चेहरा दिखाती है औरत।  
इदारों की ओर सब दौड़ते हैं।  
इंसान को खदु एक इदारा बनाती है औरत।



तुम खदको समझते हो ताक़तवर।  
इंसान की बाजू को तलवार बनाती है औरत।  
कभी गांधी बनाकर कभी कलाम बनाकर।  
ऐसे बेहतरीन फल भी खिलाती है औरत।

पाल देती है शेरों को अमन के लिए।।  
वक्रत पर लक्ष्मीबाई जसी बहादुरी दिखाती है औरत।  
हमें याद रहते हैं नाम बादशाहों के।  
उन्ही बादशाहों को झूला झुलाती है औरत।



क़द्र मालूम नही हमको क्योंकि गुस्ताख़ हम हैं।  
अधूरे इंसान को मकुम्मल बनाती है औरत।  
खदु भखी रहकर टुकड़ा खिलाती।  
कुरबानी का असली मक़सद सिखाती है औरत।



# किरदार

To the characters, we play in our own stories,  
to the characters, we are yet to become...

by Sheenam Dhingra M.A. HRM- 1 st Sem

मैंने अपनी कहानी को  
ढलते हुए देखा है  
मैंने कुछ किरदारों को  
मरते हुए देखा है  
हाव भाव  
चेहरे बदल जाते हैं  
मखौंटे भी बहुत देर नहीं टिकते ..

जुबान भी बदलनी पड़ती है, भूलानी पड़ती है।  
लफ़्ज़ भी मिटाने पड़ते हैं  
दबाने पड़ते हैं।  
कई बार  
इसी कशमकश में  
कहता तो हूँ कुछ..  
पर ये भूल जाता हूँ  
कि क्या ना कहने के लिए कहा था ..

बड़ी पाक सी  
सीधी सी कहानी थी पहले ,  
कुछ मोड़ आए और रास्ते बदल गए ,  
मंज़िल बदल गई  
तरीके बदल गए  
और.... मकसद भी  
वक़्त के साथ सिर्फ़ हालात कहाँ बदले ,  
कहानी बदली  
कहानी के रंग बदले  
सुनाने के ढंग बदले

किरदार बदले  
सुनने वाले गमखार बदले  
किस्से जुड़ गए कुछ  
और कुछ किरदार आ गए

कहानी की शुरुआत  
भूलता जा रहा हूँ अब..  
था एक किरदार..  
शुरुआत में कहीं  
कुछ सोच के ही निकला था  
घर से यूं तो  
खुसूसियत थी कुछ उसकी पहचान भी थी,  
नाम भी दिया था मैंने शायद ...

कैसे कहूँ अब के  
एक किरदार गढ़ के अपने हाथों से,  
उसकी शक्ल भूलता जा रहा हूँ ..

एक दिन भीड़ में आवाज तो द थी किसी ने ,  
वही था शायद ..  
अब सारे किरदार एक से ही लगते हैं ...  
अब सारे किरदार एक से ही लगते हैं।

'गर गढ़ने वाला भूल जाए मकसद तो क्या  
कहानी लिख लेगा खुद मेरा किरदार ?  
क्यूँकि.. कहानी की शुरुआत भूलता जा रहा हूँ मैं





# किरदार

To the characters, we play in our own stories,  
to the characters, we are yet to become...

कहीं बाघी होकर  
युं छोड़ ना दे कहानी बीच में मेरा किरदार ?  
या ... छोड़ चुका है शायद

..

ये यतीम सा किरदार क्या सरपरस्ती दे देगा  
इस कहानी को ?  
क्या कोई इखिताम मिलेगा  
इस कहानी को ?  
क्या अंजाम होगा  
इस किरदार का?

कहानी की शुरुआत भूलता जा रहा हूँ अब..  
मेरा किरदार धीरे धीरे  
मायने बदल रहा है।

पर कहानी अभी बाकि है ..  
क्या ढूँढ लूँ फिर से मायने?  
ढूँढ लूँ फिर से कोई मकसद ?  
क्या ढूँढ लूँ

फिर से कोई किरदार जिसकी शकल मेरे नफ़्स जैसी  
हो ?

क्या ढूँढ लूँ फिर से कोई किरदार जिसकी शकल मेरे  
नफ़्स जैसी हो..?





REPORT

Conducted on : 5 Feb 2022, 6 Feb 2022

# Workshop on Employability

## Background

M. A. Human Resource Management, Semester-4, Batch 2020-22, Department of Social Work, Jamia Millia Islamia, New Delhi had the privilege to interact with and learn from esteemed resource persons Mr Ratnadeep Prakash, Founder, HRvisory and Mr Shailendra, Senior Partner, HRvisory during the Two-Day Employability Skills Workshop organised by the Department of Social Work, JMI.



## Purpose

**The purpose of the workshop was:**

- To outline principles and tips for successful interviews and explore employers' expectations
- To share previous interview experiences and best practices
- To endorse the importance of preparation prior to interviews
- To practice creating and delivering answers to common interview questions
- To help develop self-confidence among students
- To identify talents and skills within students
- To provide feedback and suggest tips to create a successful resume



**REPORT**

Conducted on : 5 Feb 2022, 6 Feb 2022

# Workshop on Employability

## Conclusion

The workshop was primarily geared towards developing, among students, competencies to be able to champion an interview since the students will soon be graduating from the university to enter the corporate world. These competencies and conducts include especially those which may be prevalent and significant in the changing times in the field of HRM and those which cannot be imparted in a theory-based classroom. The module was administered by conducting mock interviews of each student of the batch on an individual basis.

The individual mock interviews were designed to help develop self-confidence among students before they appear for real-life job interviews in the coming few months. The resource persons acted as panellists of the interviews and helped identify talents and skills within students. Apart from an overall assessment of the performance of the students in their respective interviews, the panellists also offered valuable feedback on the resume of each student and suggested key areas of improvement.





REPORT

Conducted on : 12 Feb 2022

# Workshop on Employability

## Background

Workshop on Employability was organized on 12 Feb 2022, for the students of M. A. Social Work, Semester-4, Batch 2020-22, by the Department of Social Work, Jamia Millia Islamia, New Delhi. Students had the privilege to interact with and learn from esteemed resource persons Syed Mohammad Yunus, Director, UPCREDO and Aziz ur Rehman, iMentor Development Services. The purpose of the workshop was to give students a deep dive into the career in Responsible Business domain/Sustainability, to outline skills and competencies expected from candidates, to practice delivering answers to common interview questions, to help develop self-confidence among students and to provide feedback and suggest tips to create a successful resume.

## Happenings

It began with One-hour interface with development professionals and resource persons Syed Mohammad Yunus, Director, UPCREDO and Aziz ur Rehman, iMentor regarding the sustainable business as an emerging option for students, skills and competencies required from young professionals. After the interface students underwent a simulation exercise of Mock interview in two subgroups of students in which they were informed about self-awareness in an interview, do's and don'ts of interview and important things to consider while appearing for an interview. Later it was followed by sharing of observations and reflection on learnings.





## Alumni Meet

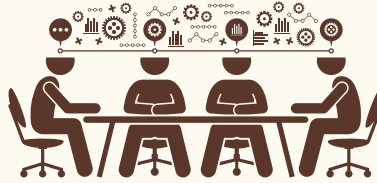
The Faculty and students at the Department of Social Work have always taken pride in the fact that our Alumnis continue to make their presence felt in their respective occupational realms and keep bringing laurels to the institution. They have always made substantial contributions to the Department through fieldwork placements, recruitments, extension lectures and skill labs. To share this long-lasting legacy of our prestigious social work department we organized Alumni meet 2022 on 19/02/22 from 5 pm to 6:30 pm on the theme "Social work trends and challenges in the post-pandemic era: widening horizons in collaboration with the Alumni Fraternity."



In this different, difficult and unique time arising due to pandemics, this nostalgic meeting was held in online mode. It gave an opportunity for Alumni around the globe to connect in real-time and space. The panellists Mr Khurram Naayaab, Dr Nesar Ahmed and Mr Fazlur Rahman Gulfam shared their diverse experiences to build insight into the dynamic role that social workers undertake today. Alumni from batches as old as 1987 to current batches from 2020, and 2021 participated and shared their understanding of the theme.

The batch of 2020-2022 also took this opportunity to officially release their Student Placement brochure for inviting the Alumni network in helping the young social work professionals to identify prospects that could lead them towards fulfilling journeys. The guided discussion entailed mutual learning among the Alumni, it encouraged the social work fraternity to reflect and redefine the dynamic practice to its best. This blend of Alumnis is a celebration of our strong Alumni network that we have built and sustained over the years.





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