



SMART VOICE



JUNE & JULY 2026

EDITORIAL**Three Years of Purpose, Progression, and Impact: Walking Together Toward Tomorrow**

As we release this edition of Smart Voice, the SMART India Foundation marks a monumental milestone—celebrating three years of transformative service while stepping with renewed vigor into our fourth year. Reflecting on the journey of the past three years, our foundational mission remains unchanged: to serve as a catalyst for sustainable social change through action, research, and professional social work interventions. What began as a vision to empower marginalized communities and build resilient frameworks has today matured into a dynamic platform for grassroots transformation. Entering our fourth year is not merely a marker of elapsed time; it signifies our deepening responsibility to expand our footprint, refine our strategies, and continuously address the evolving needs of society.

Water security and safe drinking water remain paramount challenges of our century, and addressing them requires building technical expertise at the community level. Through our dedicated Water Learning Week initiatives—developed in partnership with domain experts—the Foundation delivered intensive residential training programs in Drinking Water Quality Testing (DWQT) and Household Water Treatment and Safe Storage (HWTS). By training field workers, student interns, and community leaders in laboratory-grade testing, sampling techniques, and household water safety, we are converting complex environmental science into accessible, actionable knowledge at the grassroots level.

Bridging these laboratory insights with everyday household practices, the Jalaraksha Campaign stands as a testament to active community mobilization and environmental health awareness. Through comprehensive household surveys, field visits, and interactive demonstrations, the campaign has directly empowered families to monitor their local water sources, recognize contamination risks, and adopt safe storage practices. By combining behavior change communication with practical intervention tools, the Jalaraksha initiative continues to safeguard family health and foster long-term ecological stewardship across the regions we serve.

Beyond environmental conservation, a community's resilience is ultimately reflected in how it supports and nurtures its youngest members. Through our dedicated initiatives and national platforms, SMART India Foundation has remained at the forefront of advocating for School Social Work. By embedding structured counselling, mental health support, and inclusive educational frameworks into school environments, our social work professionals ensure that children navigating learning barriers, emotional distress, or socio-economic challenges receive compassionate, professional care that enables them to thrive academically and personally.

As we step confidently into Year Four, our deepest gratitude goes to our dedicated field teams, MSW interns, partner organizations, and community members who drive these interventions every day. The journey ahead—spanning climate adaptation, community health, and child well-being—demands even bolder collaborations and stronger grassroots models. SMART India Foundation remains steadfastly committed to walking this path alongside the communities we serve, ensuring that progress is not just achieved, but meaningfully sustained. Happy 3rd Anniversary to the entire SMART family!

Team, Smart Voice

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FROM VISION TO IMPACT: THREE YEARS OF SMART INDIA



SMART India Foundation marked **3** years of growth on 27 June 2026 at Assisi Shanthi Kendra, Karukutty, bringing together trustees, staff members, volunteers, professionals, academic representatives, and well-wishers of the organisation. The anniversary programme provided an opportunity to reflect on the journey of the organisation, acknowledge the contributions of its members and partners, and reaffirm its commitment to social development and community well-being.

The programme commenced with a warm gathering of the members and well-wishers of SMART India Foundation. The celebration created a meaningful platform to look back on the organisation's achievements and milestones over the past three years, while also reflecting on its future directions and responsibilities in the social development sector. As part of the programme, Mr. Dalin Dias, Managing Trustee, SMART India Foundation, presented an overview of the organisation's journey through a detailed presentation.

He highlighted the major milestones, initiatives, programmes, collaborations, and achievements of SMART India Foundation since its establishment.

The presentation reflected the organisation's growth from its initial initiatives to its expanding engagement in areas including social work education and training, community development,



health, water and sanitation, environmental initiatives, student internships, social empowerment programmes, and other community-oriented interventions

The presentation also acknowledged the collective efforts of the trustees, staff, volunteers, interns, partner institutions, and community members who have contributed to the organisation's development.

The keynote session was delivered by Dr. Jose Antony, Head of the Department of Social Work, Sree Sankaracharya University of Sanskrit (SSUS), Kalady. His session focused on the relevance and role of Non-Governmental Organisations (NGOs) in contemporary society. He discussed how NGOs contribute to addressing social issues and complement the efforts of government and other institutions in the development process. He elaborated on the pathways to social development, emphasising the importance of community participation, professional social work practice, collaboration, and sustainable interventions. Drawing from his own professional experiences, Dr. Jose shared practical insights into the functioning and relevance of NGOs and highlighted the importance of remaining connected to communities while designing and implementing development initiatives. His session encouraged the participants to reflect on the responsibilities of organisations working in the social sector and the need to maintain professionalism, commitment, accountability, and responsiveness to emerging community needs.

The anniversary celebration also included a series of felicitation addresses by distinguished members and partners associated with SMART India Foundation. Mr. Dennies K Antony delivered a felicitation message, acknowledging



the organisation's journey and contributions. Mr. Akhilesh Ramesh, Project Manager, WASH Institute, also extended his felicitations and highlighted the importance of collaboration and collective action in addressing community and development challenges.

Following the felicitations personal experiences by members associated with SMART India Foundation. Ms. Bindu Joseph, Volunteer, SMART India Foundation, and Mr. Garsho Rahul, Research Coordinator, SMART India Foundation, shared their experiences and reflections from their journey with the organisation. Their experiences highlighted the opportunities for learning, professional growth, teamwork, community engagement, and meaningful contribution that the organisation provides to its members and volunteers. The sharing session added a personal dimension to the anniversary celebr-

ation and reflected the diverse experiences of individuals who have been part of SMART India Foundation's journey.

The programme concluded with a cake-cutting ceremony, symbolising the organisation's three years of service, learning, collaboration, and growth. The ceremony was followed by a tea gathering, which provided an informal opportunity for trustees, staff, volunteers, professionals, and guests to interact, share memories, and strengthen their relationships.

Dr. Semichan Joseph, Deputy Managing Trustee, SMART India Foundation, delivered vote of thanks and expressed gratitude to the dignitaries and participants for their support and participation.

The 3rd Anniversary Celebration of SMART India Foundation was not merely a commemorative event but also an occasion to recognise the organisation's journey and the collective efforts behind its growth.

The reflections, keynote session, experience sharing, and interactions reinforced the importance of collaborative and community-centred approaches to social development. The celebration concluded on a positive note, with renewed enthusiasm among the members and well-wishers to continue the organisation's efforts towards meaningful social action, research, training, and community development in the years ahead.



THE PROBLEM MAY NOT BE WHERE WE SEE IT

A social work perspective on looking beyond the visible problem

**A broken tap is easy to see.
The problem behind it is not.**

While working on public toilet assessments, I initially found myself looking at fairly straightforward things: Is the toilet functional? Is water available? Is it clean? Is it accessible?

These questions are important. But the more I worked around such assessments, the more I realised that the condition of a toilet tells us only part of the story.

If a tap is broken, who is responsible for fixing it?

If it remains broken, why has nobody fixed it?

If users face a problem, do they know where to report it?

And when they report it, does anyone respond?

Suddenly, what looked like a broken tap becomes a question about responsibility, systems, communication and accountability.

The toilet has not changed. But the way we understand the problem has.

This is something I have increasingly learnt through social work and development work: the problem we can see is not always the problem we need to solve.

WHAT IS WRONG WITH THE PERSON?

Imagine a person trying to acc-

access a government service.

Imagine a person trying to access a government service.

The person keeps making mistakes while applying.

The immediate response may be:

“They don't understand the process.”

So we explain it again.

But perhaps the information itself is confusing.

Perhaps the application process is difficult to navigate.

Perhaps the service is not easily accessible to the person.

Perhaps different departments are not coordinating.

Perhaps the person has had a poor experience with the institution and no longer trusts the system.

The question then changes.

Instead of asking only:

“What is wrong with this person?”

we begin asking:

“What is happening around this person?”

That is a small change in the question, but it can completely change how we understand the problem.

The difficulty may be experienced by one person, but its causes may involve the family, community, organisation or institution around that person.

And sometimes, the solution may require a change at a level far beyond the individual.

This is one reason I find professional social work so interesting.

It encourages us not to stop at the most visible part of a problem.

A TOILET CAN BE MORE THAN A TOILET

I have experienced this shift in perspective through my work in the WASH sector.

One example is public toilet assessment.

At first, it is easy to look at a public toilet in straightforward terms.

Is it functional?

Is water available?



AKHILESH RAMESH
PROJECT MANAGER
WASH INSTITUTE

Is it clean?

Is there lighting?

Is it accessible?

These are important questions.

But the more I worked around such assessments, the more I realised that the physical facility tells only part of the story.

Who actually uses it?

Does it feel safe?

Does it respond to the needs of different users?

Who is responsible for maintaining it?

What happens when something stops working?

Do users know where to report a problem?

Does anyone respond when they report it?

Is there a system for regular maintenance?

A broken tap may be an infrastructure problem.

But if it remains broken for months, there may be a problem with maintenance, responsibility, reporting, coordination or accountability.

The toilet has not changed.

But the way we understand the problem has changed.

We are no longer looking only at the facility. We are looking at the people who use it and the system around it.

This does not mean that every problem is a social-work problem, or that a social worker can replace an engineer, administrator or public health professional.

It means that the same problem can have different dimensions, and different professionals can help us see those dimensions.

THE INTERVENTION MAY NOT BE WHERE THE PROBLEM IS VISIBLE

This becomes particularly important in development programmes.

When a programme is not producing the expected behaviour, the first response is often to go back to the community.

Conduct another meeting.

Create another awareness campaign.

Explain the issue again.

Mobilise people again.

Sometimes that is exactly what is required.

But sometimes it is not.

The problem may be the way a service has been designed.

It may be the capacity of frontline workers.

It may be poor coordination between departments.

It may be unclear institutional responsibility.

It may be information that is difficult to understand.

It may be a programme that looks good on paper but does not fit people's everyday realities.

In my work with government programmes, I have increasingly seen how much of what eventually happens in a community is influenced by decisions made away from the community itself.

A training programme affects the capacity of frontline workers.

A review meeting may change how a programme is implemented.

A policy decision may determine what services are available.

A communication strategy may influence how people understand a programme.

A monitoring system may determine what gets noticed and what gets ignored.

These activities may happen in offices, training rooms or review meetings, far away from the people ultimately affected by them.

Yet they can have a direct effect on people's lives.

This is why I think the professional social worker's role cannot be understood only by asking:

“Which community do you work with?”

Sometimes the more important question is:

“Where does this problem actually need to be addressed?”

LOOKING BEYOND THE VISIBLE

My experience in social work and development has taught me to be cautious about treating the most visible part of a problem as the whole problem.

A person may be struggling because of circumstances around them.

A family problem may have links to economic or social conditions.

A community may be struggling with a service because of institutional gaps.

An institutional problem may be connected to how a programme or policy has been designed or implemented.

These levels are connected.

The point is not that a social worker must intervene everywhere.

The point is to understand which level matters for the problem at hand.

Sometimes the right intervention is with the individual.

Sometimes it is with the family.

Sometimes with the community.

And sometimes the more useful intervention may be with an organisation, institution or programme.

That requires a certain kind of professional curiosity.

Before asking:

“What intervention should we conduct?”

we may need to ask:

“What is actually causing the problem?”

That sounds obvious.

In practice, it is not always easy.

DIFFERENT PROFESSIONS, DIFFERENT PERSPECTIVES

This is also where multidisciplinary work becomes important.

Professional social work does not mean becoming an expert in everything.

In my own work, I have often worked alongside technical professionals, public health professionals, government officials and development practitioners.

Each brings a different form of expertise.

My role is not to replace theirs.

It is to understand the issue well enough to ask relevant questions, listen to different perspectives, bring people's experiences into the discussion, facilitate conversations, and connect what is happening in the field with the larger programme.

Sometimes that contribution is visible.

Sometimes it happens quietly in a meeting, a training programme, a field assessment or a programme

review.

But it can influence what eventually reaches the community.

WHAT THIS HAS CHANGED FOR ME

Earlier, I used to think about social work primarily through the people we directly work with.

Over time, I have started seeing a larger picture.

People live within families.

Families live within communities.

Communities interact with institutions.

Institutions operate within policies and systems.

And all of these influence people's choices and opportunities.

This does not mean that individuals have no agency.

It means that agency operates within a context.

A household may want to practise a particular behaviour, but the necessary infrastructure must exist.

A community may want to participate, but there must be a meaningful opportunity to influence decisions.

A frontline worker may want to perform better, but the institution must provide the necessary support.

A person may want to access a service, but the service must be understandable and accessible.

The more I work in development, the more I find myself asking not only:

“How can we help people?”

but also:

“What needs to change around them for the situation to improve?”

For me, that is an important part of professional social work.

It is not simply about responding to the visible problem.

It is about understanding the social conditions around it and identifying where meaningful change is possible.

THE QUESTION THAT COMES NEXT

There is, however, another complication.

Even when we understand a problem, there is no guarantee that people will change.

We may explain why safe water matters.

People may understand.

We may explain why waste should be segregated.

People may agree.

We may explain why a particular service is important.

People may say that they understand.

And yet, behaviour may remain the same.

So the next question becomes:

What happens between knowing and doing?

Why do people sometimes continue behaviours they know may be harmful?

Why do good intentions not always become everyday habits?

Why does awareness not automatically lead to action?

That takes us into another important part of professional social work—and one that has become increasingly relevant in my own work in WASH and development:

understanding human behaviour.

Because sometimes, the challenge is not getting people to understand the message.

The challenge is understanding what actually makes people change.

Perhaps this is also what professional social work asks us to do: look twice. Look beyond the person to the circumstances around them, beyond the community to the systems that shape it, and beyond the visible problem to the conditions that sustain it.

The more I work in social work and development, the more I realise that meaningful change rarely comes from addressing only what is immediately visible. It requires us to understand people, their context, the systems around them, and the behaviours that connect all of these. Seeing the problem is only the beginning; understanding what lies behind it is where professional practice begins. And once we understand what lies behind the problem, another difficult question emerges: how do we help people change? That is where the conversation about behaviour begins.

FIELD WORK EXPERIENCE

Field work is an integral part of learning since it helps to break away from books and learn about the realities of society from personal experience. Moreover, it enables one to apply theoretical knowledge in practice and gain such skills as effective communication, teamwork, problem solving, etc.

Field work experience was very beneficial for my personal and professional development since it taught me to listen to the stories of people who suffer from social disadvantages empathically and understand their problems without making any assumptions. It also made me understand that any community work takes patience and respect and requires the ability to establish contact with people.

I remember the most exciting experience during my field work as being a part of the water programme for ASHA workers and Haritha Karma Sena workers. Working with this group was very useful since I was able to understand the importance of community programs and

Thus, field work is one of the most valuable learning experiences I have had in my life. It enabled me to have an increased comprehension of social issues and also helped me realize the value of compassion, cooperation, and engagement in making any changes within the community. The lessons learnt from such experiences are lessons that I shall take with me into the future.

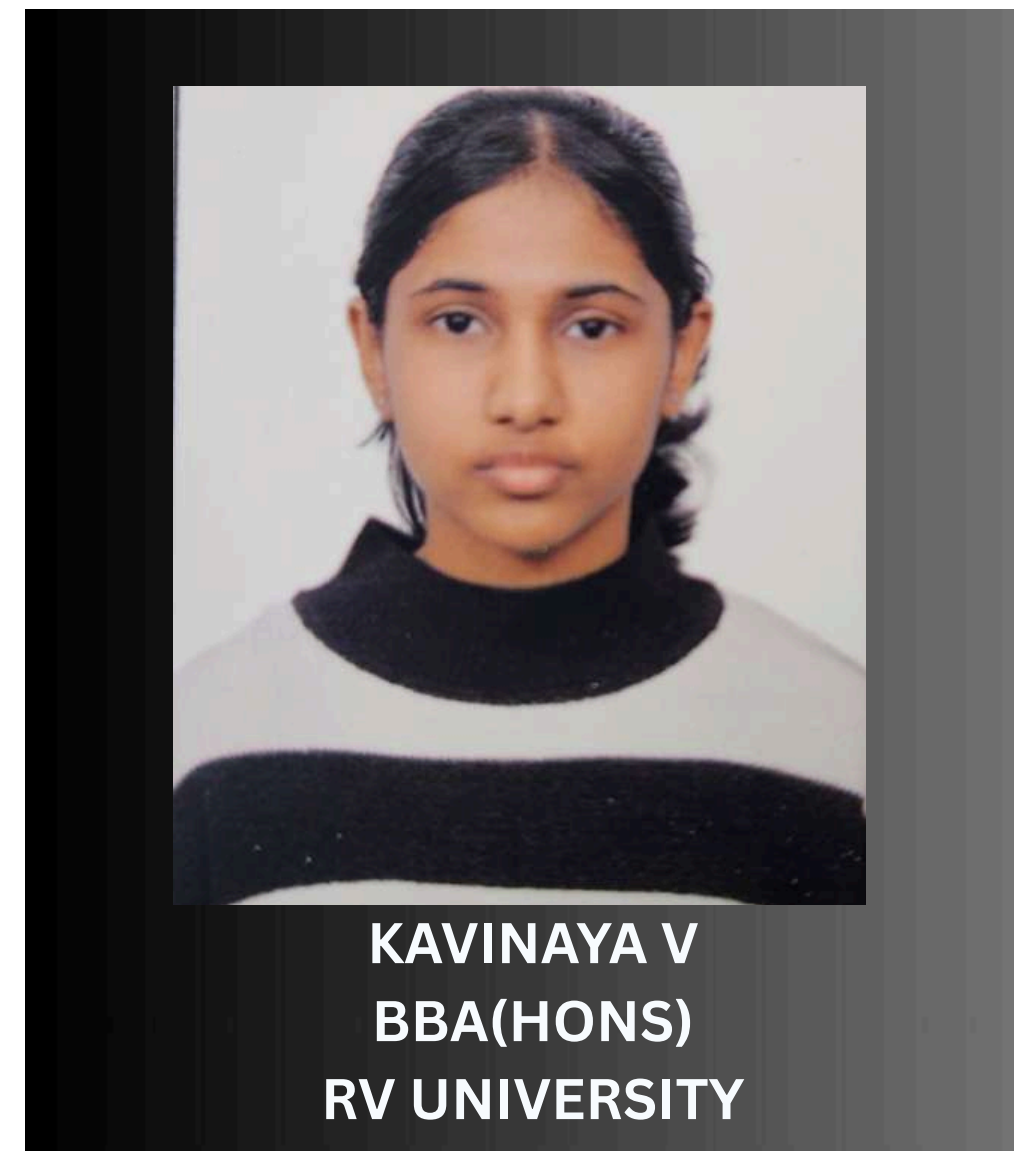


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THE GLOBAL FIGHT FOR WOMEN'S REPRODUCTIVE RIGHTS.

Women's reproductive rights are not just healthcare issues, they are basic human rights. Women's reproductive rights refers to the right of every woman and girl to make the right decisions about her reproductive health without any pressure and discrimination. These rights include access to proper reproductive health information, contraception, safe childbirth, fertility treatment, and legal and safe abortion, they also include the right to decide if, when, and how many children they want to have. Every woman, regardless of where she lives, deserves to have the freedom to make decisions about her own body, health, and future. The right to control one's own body lies at the core of reproductive rights, the belief that every woman has the right to make decisions about her own body. These decisions should belong to the individual, not to the society, employers, or anyone else. Reproductive rights play a very important role in protecting the health and independence of women. Having access to reproductive healthcare helps reduce deaths during pregnancy or childbirth, and ensures safer pregnancies and childbirth. Services such as contraception and safe abortion can be really helpful for women having to deal with unintended

pregnancies, especially when sexual violence, health complications, or financial hardship is involved. Despite the progress made in protecting these rights and growing awareness, many women across the world still struggle to have access to the reproductive healthcare and have control over their own bodies. Factors such as cultural beliefs, social stigma, poor education, poverty, and weak healthcare systems make it difficult to achieve these rights. One of the most concerning examples of reproductive rights violations is the case of sugarcane workers in India, thousands of women working in the sugarcane industry were pushed to get hysterectomies often at a young age. Many workers felt pressured into this because period pain, pregnancy, or childbirth could lead to missed workdays and lower wages. This reveals how financial problems and poor working conditions can force women into life-changing health decisions rather than allowing them to choose freely. Another example is the global debate over abortion rights. In many countries, women still face strict laws or limited access to



safe abortion services. As a result, some women are forced to carry pregnancies against their will, or seek unsafe procedures. These situations demonstrate how reproductive rights are closely connected to healthcare, equality, and personal freedom. Protecting women's reproductive rights is a responsibility that belongs to everyone. Every individual can contribute to a positive change by learning more about reproductive health, questioning stereotypes, joining or supporting organizations that promotes women's rights and healthcare. Even small actions, such as spreading awareness or speaking against stereotypes and harmful practices can help create a society where every woman is treated with dignity and respect. we can help build a future where every woman has the freedom to make choices about her own body and her own life. Protecting women's reproductive rights is not only about empowering women but it is about building a healthier and fairer society for everyone.

UNDERSTANDING AND EMPOWERING DIFFERENTLY ABLED CHILDREN

“Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence” – Helen Keller.

In many Indian households, parental control is very prominent. When a child is born with a disability, a parent's first instinct is to protect them and keep them confined within the four walls of the house, unintentionally limiting their opportunities for growth and independence. This often occurs because parents lack adequate awareness and guidance on how to effectively support and care for children with disabilities. Parents need to shift their perspective from seeing disability as a limitation to recognising it as a different way of experiencing the world. Parents play the most important role in the growth and development of their children. The support and encouragement they get from their parents can significantly influence a child's confidence, independence, and quality of life.

Acceptance allows families to focus on the child's strengths and work toward their development rather than dwelling on limitations. Many parents experience feelings of denial, fear, guilt, or sadness when they learn that their child has a disability. Parents need to understand that a disability should not define the child's future. Every child has unique abilities and potential that can be developed with the right support. Giving children the opportunity to learn skills and earn for themselves helps them to be

-come more independent, confident, and fulfilled in life. For this very reason, many special schools and vocational training centres have been established to equip differently abled individuals with practical and employment-oriented skills. Additionally, governments provide financial assistance and accommodation to encourage their education and skill development. The syllabus is designed to meet the needs of students with various disabilities.

Despite the availability of such opportunities, many parents remain hesitant to send their children to such institutions. This reluctance often comes from concerns about their children's safety, vulnerability, and the possibility of being exploited or mistreated in society. Excessive protection can restrict a child's growth and independence. Instead of allowing fear to dictate decisions, parents should work towards preparing their children to navigate the world safely and confidently. As a part of the solution, one effective measure would be the appointment of family counsellors who can guide parents through their concerns, fears, and insecurities regarding raising a child with a disability. Additionally, Schools, special education centres, and vocational



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training institutes should regularly conduct awareness programs for parents and the community. These programs can help remove the stigma around disability and can encourage acceptance.

In conclusion, the future of a differently abled child largely lies in the hands of their parents. The support provided at home plays a crucial role in shaping their confidence and overall development. Ultimately, empowering differently abled children begins with believing in their capabilities and giving them the support they need to thrive. As Helen Keller's words remind us, hope and confidence are the foundation of every achievement.

INCOME INEQUALITY



Kavinaya V

CHILD LABOUR



Tanvi Gopal

COMMUNITY PROGRAMMES

COMMUNITY SURVEY ON DRINKING WATER QUALITY AND HOUSEHOLD WATER PRACTICES – KANJOOR



As part of the Jalaraksha Campaign and the ongoing efforts to promote safe drinking water practices, SMART India Foundation conducted a community survey in Kanjoor Grama Panchayat on 5th June 2026. The survey aimed to understand the existing drinking water sources, household water treatment practices, water storage methods, and the level of awareness among community members regarding water quality and waterborne diseases.

The survey was carried out by trained volunteers and interns under the guidance of the project team. Households from selected wards were visited, and structured questionnaires were used to collect information. The survey also included direct observation of water storage containers, sanitation practices, and discussions with family members regarding challenges in accessing safe drinking water.



The collected information provided valuable baseline data for planning awareness programmes and selecting appropriate Household Water Treatment and Safe Storage (HWTS) solutions. Community members actively participated in the survey and shared their experiences related to seasonal water contamination, water scarcity, and health concerns.



The survey highlighted the importance of strengthening community awareness on safe water handling and encouraged greater participation in future water quality improvement initiatives. The findings will serve as an important resource for designing evidence-based interventions under the Jalaraksha Campaign.

WORLD READING DAY CELEBRATION AT VANAPRASTHAM MATHRUCHAYA VAYOJANA KENDRAM AND BOOK DIGITALISATION INITIATIVE AT JANARANJINI LIBRARY IN CHOWWARA

SMART India Foundation organized a field visit to Mathruchaya Vayojanam, Chovvara, during June 2026 as part of the internship field exposure programme. The visit provided interns with an opportunity to understand institutional care services for older adults and the importance of holistic support for the elderly.

The team interacted with residents and staff members to learn about the services provided, daily routines, healthcare support, recreational activities, and psychosocial care available within the institution. Interns gained valuable insights into the emotional, social, and physical needs of elderly individuals residing in institutional settings.

Along with the institutional visit, interns actively participated in a book digitalisation initiative aimed at preserving valuable learning resources through systematic digitali-

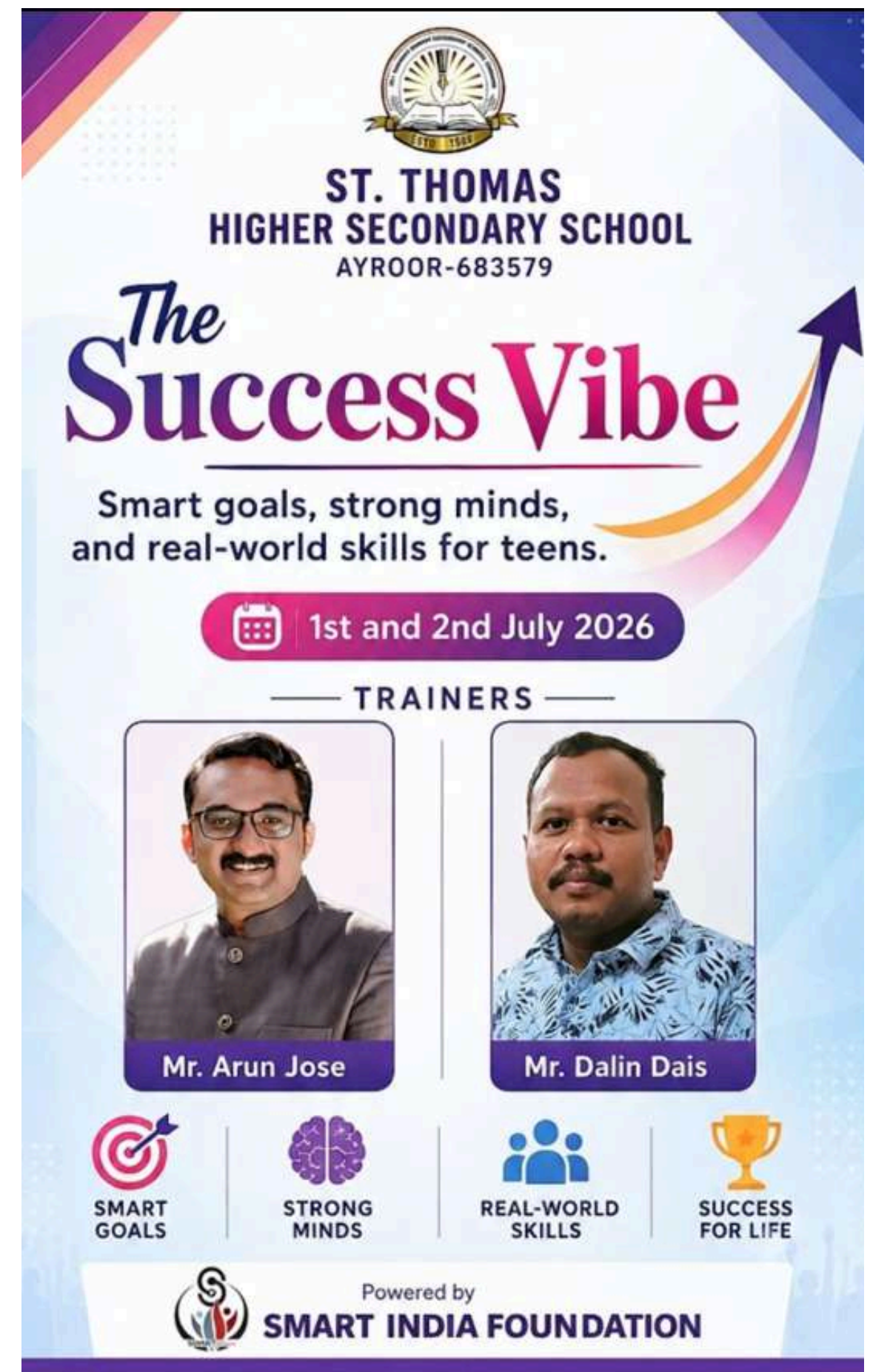
zation. The activity involved organizing, scanning, and digitally archiving books to improve accessibility and ensure long-term preservation of educational materials. The combined experience promoted both community engagement and technological application in social development. The visit enhanced interns' appreciation of elderly care services while highlighting the importance of digital preservation in improving access to knowledge and information



SCHOOL INTERVENTION PROGRAMME AT ST. THOMAS HIGHER SECONDARY SCHOOL AYROOR

SMART India Foundation successfully conducted two- day Student Enrichment Programme at St. Thomas School, Ayroor, on 1st and 2nd July 2026. The programme was designed to enhance students' personal development, strengthen their life skills, and encourage positive thinking through interactive and experiential learning.

The 1st day programme was focusing on class VIII and commenced with a series of ice-breaking activities led by Mr. Dalin and Mr. Arun Jose. These activities created a friendly and energetic atmosphere, helping students become comfortable with one another and actively participate in the sessions. The ice breakers also encouraged communication, teamwork, and confidence among the participants.



Following the introductory activities, the first session on Self-Awareness encouraged students to identify their strengths, talents, interests, and personal values. Through interactive discussions and reflective exercises, students gained a better understanding of themselves and the importance of self-confidence in achieving success.

To maintain enthusiasm and energy in the full day session, the team conducted fun-filled group activities and energizers. These activities promoted teamwork, improved communication skills, opportunities to collaborate, think creatively, and build stronger relationships with their peers and kept students actively engaged throughout the programme.

The next session focused on Goal Setting, where students learned the importance of setting realistic short-term and long-term goals. The resource persons explained practical strategies for planning, maintaining motivation, and overcoming challenges while working towards their aspirations.

The Career Guidance session introduced students to the concept of Multiple Intelligences, helping them understand that every individual possesses unique strengths and abilities. Through interactive discussions and activities, students identified their dominant areas of intelligence and explored how these relate to different educational pathways and career opportunities. The session encouraged participants to recognize their interests and talents, make informed decisions about their future, and appreciate that success can be achieved through diverse career choices aligned with their individual potential. Building on this self-awareness, the programme transitioned to Study Skills, where students learned practical techniques for effective time management, concentration, note-taking, revision, and examination preparation during a highly interactive segment enriched by students sharing their own habits and experiences. Continuing the narrative of personal development, the sessions addressed Responsible Social Media Usage, emphasizing digital responsibility, online safety, cyber awareness, and the importance of maintaining a healthy balance between online and offline life.

The day's learning culminated with a focused discussion on Child-Parent Relationships, highlighting the vital role of effective communication, mutual respect, trust, and understanding within families as students reflected on ways to strengthen these bonds and recognized family support as essential to their personal growth. Concluding the first day, a dynamic reflection session allowed students to share their key takeaways and experiences. Throughout the day, the combination of informative presentations, lively discussions, icebreakers, games, and group activities made the learning process both enjoyable and meaningful, leaving participants highly appreciative of the resource persons' engaging methodology and eagerly anticipating the second day of the programme.



The second day of the Student Enrichment Programme for Class IX students was successfully conducted from 10:00 a.m. to 3:15 p.m. at St. Thomas High School, Ayroor. The day commenced with engaging ice-breaking activities and the division of participants into nine groups, establishing a positive, collaborative environment that encouraged active involvement from the outset.

The morning featured a series of insightful, expert-led sessions aimed at holistic student development. Mr. Dalin Dias facilitated the opening session on Mental Health and Well-Being, guiding students through emotional resilience, stress management, and healthy coping mechanisms while encouraging them to prioritize their mental wellness.



This was followed by a Goal Setting session led by Ms. Mariya Benny, which highlighted effective planning, self-motivation, and perseverance to aid both academic success and personal growth. Mr. Dalin Dias then returned to lead a Career Guidance segment introducing the concept of multiple intelligences, empowering students to recognize their unique aptitudes and map out future educational pathways.

A central highlight of the day was the personalized support initiative commencing at 11:30 a.m., where sixteen Bachelor of Social Work (BSW) students conducted confidential, one-to-one interaction sessions with 122 Class IX participants. These individual sessions offered a safe, non-judgmental space grounded in empathetic listening and stress management, significantly boosting student confidence and emotional well-being. The programme concluded to high praise from both students and school authorities, leaving participants better equipped with vital life skills and clear direction for their future.

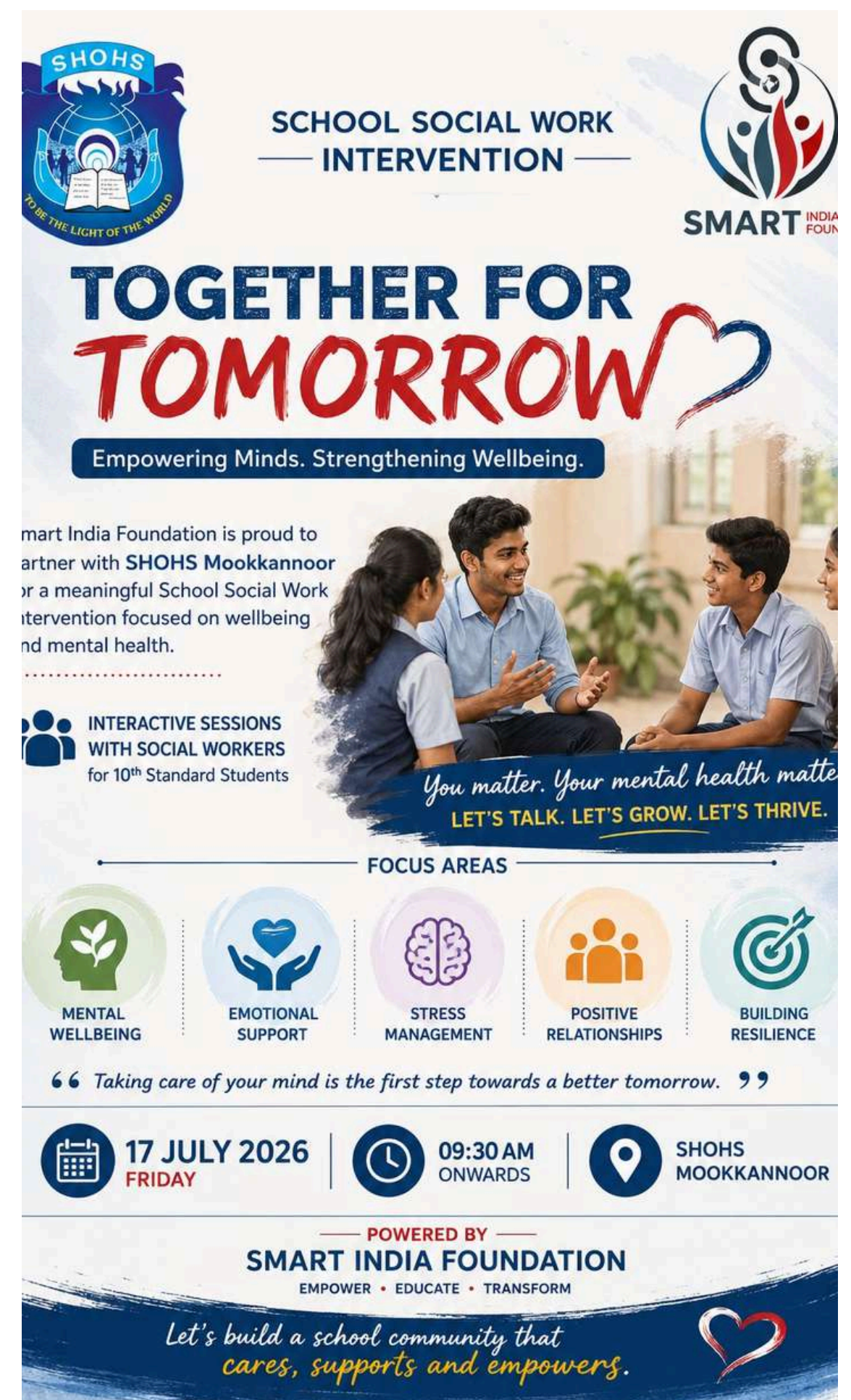
The second day's programme concluded successfully, achieving its objectives of enhancing students' mental well-being, strengthening life skills, and supporting informed career planning through a combination of expert-led sessions and personalized psychosocial support



SCHOOL INTERVENTION PROGRAMME AT SACRED HEART ORPHANAGE HIGH SCHOOL, MOOKANNOOR

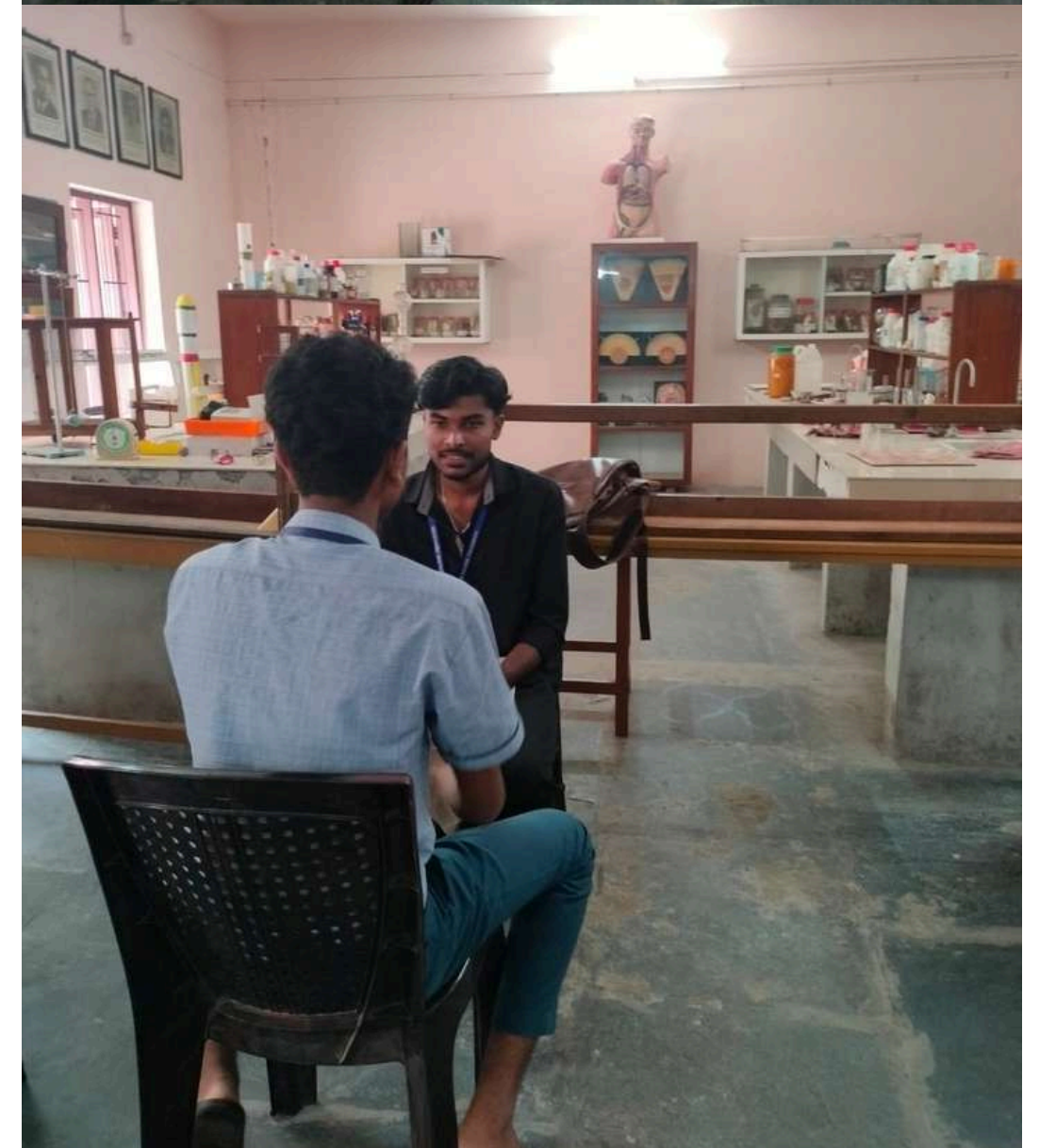
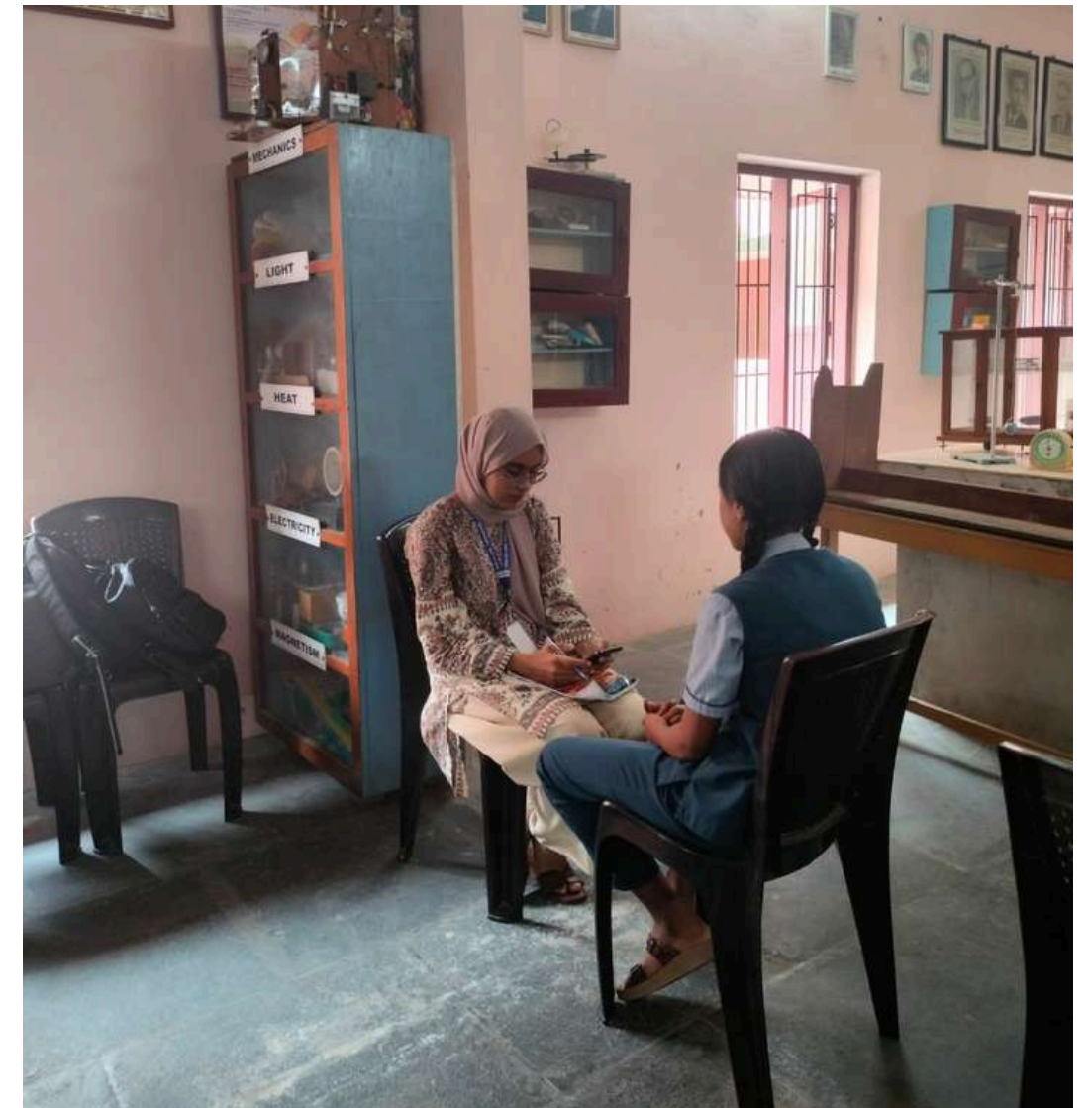
The Mental Health and Well-being of School Children programme was conducted for the Class X students of Sacred Heart Orphanage High School, Mookkannur, covering all four divisions of Class X with approximately 150 students participating. The programme was facilitated by Social Work interns through an interactive and student-friendly approach. Each session began with a friendly interaction to establish rapport and create a comfortable environment for the students. This was followed by an awareness session on mental health and well-being, covering the meaning and importance of mental health, common psychosocial challenges faced by adolescents, healthy coping strategies, the importance of seeking help, available sources of support, and government mental health support systems.

Students were encouraged to actively participate by sharing their opinions, asking questions, and discussing situations related to their everyday experiences. Following the awareness session, a research study conducted by SMART India Foundation was carried out to assess the mental health and well-being of the students. As part of the study, Social Work interns facilitated one-to-one interactions with the students in a friendly, confidential, and non-judgmental manner. A structured Google Form developed for the research study was completed during these interactions. The study covered students from all four divisions of Class X, with a total of 150 students participating. The individual interactions provided students with a safe



space to express their thoughts, emotions, and personal concerns. The students cooperated actively throughout the process, and several of them openly shared concerns related to academics, emotions, family relationships, and peer interactions. Some students became emotional while discussing their experiences, highlighting the need for further psychosocial assessment and appropriate follow-up support. The study covered students from all four divisions of Class X, with a total of 150 students participating. The individual interactions provided students with a safe space to express their thoughts, emotions, and personal concerns. The students cooperated actively throughout the process, and several of them openly shared concerns related to academics, emotions, family relationships, and peer interactions. Some students became emotional while discussing their experiences, highlighting the need for further psychosocial assessment and appropriate follow-up support.

The programme revealed a high level of interest among students in learning about mental health and well-being. Students participated actively in the discussions and interacted confidently with the interns. The one-to-one interactions further revealed that several students were experiencing personal, emotional, academic, family, and peer-related concerns. A total of 34 students were identified as requiring further assessment and follow-up support. These findings indicate the importance of the strengthening psychosocial support mechanisms within the school and ensuring timely intervention for students who may require additional care. Based on the findings, appropriate social work interventions are recommended for the identified students. These include individual psychosocial



assessment, need-based counselling, regular follow-up, parent counselling and psychoeducation, home visits for students with significant psychosocial or family-related concerns, and consultation with teachers to understand their academic and behavioural functioning. Students requiring specialised support may be referred to psychologists, psychiatrists, or appropriate government mental health programmes. Life skills education, resilience-building activities, peer support initiatives, and continuous monitoring may also be undertaken to promote their overall well-being. The programme successfully created awareness about mental health and well-being among Class X students and provided a safe and supportive environment for them to express their concerns. Continued collaboration among students, parents, teachers, social workers, and mental health professionals is recommended to ensure timely intervention and promote the holistic mental health and well-being of the identified students.



PEDAL TOWARDS A GREENER TOMORROW



The Cycle Club was inaugurated at St. Joseph's College for Women, Alappuzha on 20th July 2026 with the objective of promoting cycling as a healthy, eco-friendly, and sustainable mode of transportation among students. The initiative aims to encourage students to adopt cycling as part of their daily routine, thereby fostering a culture of fitness, environmental awareness, and responsible living within the campus community.

The club was formally inaugurated by Shri Chandy Oommen, honourable MLA of Puthupally, who highlighted the importance of encouraging young people to embrace healthy habits and sustainable lifestyle choices. He appreciated the college's initiative in promoting environmentally conscious practices and motivating students to contribute towards a greener future.

The bicycles for the programme were procured with the generous support of SMART India foundation and benefactors, whose valuable contribution made the initiative possible. Their support has been instrumental in establishing the Cycle Club and ensuring its successful implementation. The primary aim of the initiative is to instill the habit of cycling among students while reducing dependence on motorized vehicles.



Cycling is expected to significantly contribute to the reduction of air pollution and carbon emissions, thereby supporting environmental conservation efforts and improving the overall quality of the campus environment.

In addition to environmental benefits, the Cycle Club also focuses on enhancing the physical fitness and overall well-being of students. Regular cycling is encouraged as a form of exercise that promotes an active and healthy lifestyle. Students will be motivated to use bicycles for short-distance travel and recreational purposes, helping them develop sustainable habits. The inauguration of the Cycle Club marks an important milestone in the college's efforts to build a healthier, greener, and more sustainable campus community. The initiative is expected to inspire students to adopt cycling as a regular practice and contribute positively to both personal health and environmental protection.

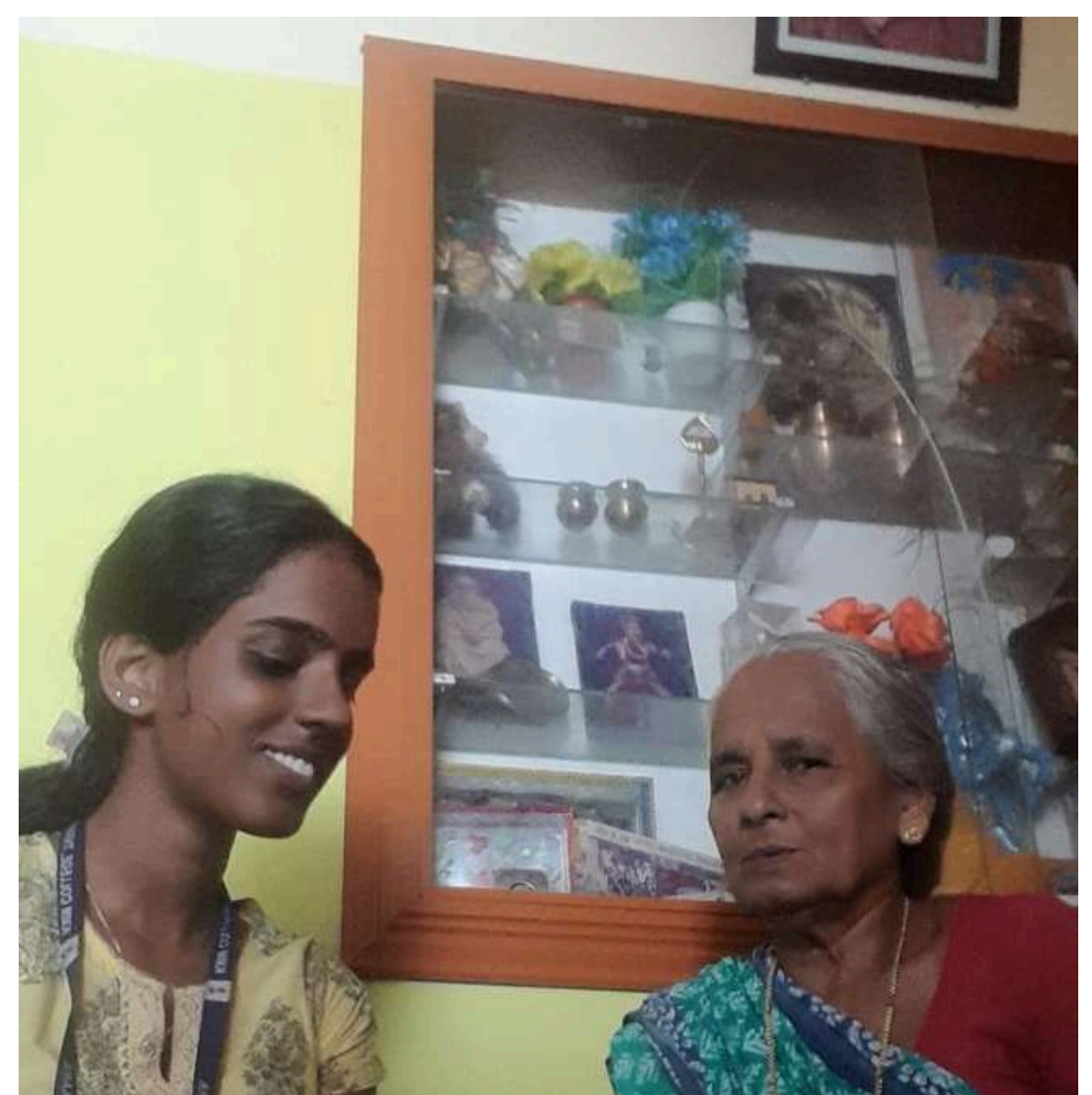


MENTAL HEALTH SURVEYS

SMART India Foundation conducted a Mental Health Survey titled “Mental Health Awareness among Keralites” in Thrissur and Ernakulam districts on 18 July 2026 and 24 July 2026. The survey was carried out using a structured questionnaire prepared in Google Forms. The main objective of the survey was to collect data on mental health awareness, emotional well-being, and common psychological concerns among people in local communities.

Social work students from De Paul Institute of Science and Technology, Angamaly, Naipunya Institute of Management and Information Technology, Pongam, MMNSS College Konni and KMM College of Arts and Science, Thrikkakara actively participated in the survey. They visited their respective local communities and collected responses from individuals through the online questionnaire.

Through this survey activity, students interacted with community members, gained insights into local mental health awareness and conditions, and developed skills in data collection, digital survey administration, communication, and community engagement. The activity also provided practical exposure to research-based social work methods and is expected to contribute valuable information for future mental health awareness programmes and interventions aimed at improving community support systems.





ചൊവ്വര മാതൃശാല വാനപ്രസ്ഥ കേന്ദ്രത്തിൽ നടന്ന വായനാദിനാചരണം. ഗ്രാമസേവാസമിതി ട്രസ്റ്റ് അംഗം പി.കെ. വിജയരാഘവൻ ഉദ്ഘാടനം ചെയ്യുന്നു. സ്മാർട്ട് ഇൻഡ്യ ഫൗണ്ടേഷൻ പ്രോഗ്രാം മാനേജർ മറിയ ബെന്നി, പ്രൊഫ. കെ.എസ്.ആർ. പണിക്കർ, ജയകൃഷ്ണൻ സമീപം

ഗാർഹിക ജലസംരക്ഷണ പഠന സർവ്വേ നടത്തി

ശ്രീമൂലനഗരം: സ്മാർട്ട് ഇന്ത്യ ഫൗണ്ടേഷന്റെ നേതൃത്വത്തിൽ ശ്രീമൂലനഗരം ഗ്രാമപഞ്ചായത്തിൽ ഗാർഹിക ജലസംരക്ഷണ പഠന സർവ്വേ സംഘടിപ്പിച്ചു. വീടുകളിലെ ജല ഉപയോഗ രീതികൾ മനസ്സിലാക്കുന്നതിനും ജലസംരക്ഷണത്തിന്റെ ആവശ്യകത പൊതുജനങ്ങളിൽ എത്തിക്കുന്നതിനുമായാണ് പഠനം നടത്തിയത്. പഠന സർവ്വേയുടെ ഉദ്ദേശ്യം ശ്രീമൂലനഗരം പഞ്ചായത്ത് പ്രസിഡന്റ് പ്രിൻസി ഡേവിസ് നിർവ്വഹിച്ചു. പഞ്ചായത്ത് വൈസ് പ്രസിഡന്റ് പി.കെ. സിറാജ് അധ്യക്ഷത വഹിച്ചു. പഞ്ചായത്തംഗങ്ങളായ ലിറ്റോ പി. ആന്റു, സിന്ധു ജോസ്, മുഹ്സിന സുബൈർ, ജോയ്സി സ്കറിയ, ലില്ലി സെബാസ്റ്റ്യൻ, ജോളി ചെറിയാൻ എന്നിവർ സംസാരിച്ചു.

നടത്തിവരുന്ന ജലരക്ഷാ ക്യാമ്പയിനെയും പഞ്ചായത്തിൽ നടത്തുന്ന ഈ സർവ്വേയുടെ പ്രാധാന്യത്തെക്കുറിച്ചും ഫൗണ്ടേഷൻ മാനേജിംഗ് ട്രസ്റ്റി ഡാലിൻ ഡയസ് വിശദീകരിച്ചു. പഞ്ചായത്തിലെ 18 വാർഡുകളിലുമായി വിപുലമായ രീതിയിലാണ് സർവ്വേ പൂർത്തിയാക്കിയത്. വിവിധ ക്യാമ്പസുകളിൽ നിന്നുള്ള സോഷ്യൽ വർക്ക് വിദ്യാർത്ഥികളാണ് പഠനത്തിന് നേതൃത്വം നൽകിയത്. തൃക്കാക്കര കെഎംഎം കോളേജ്, അങ്കമാലി ഡിപോൾ ഇൻസ്റ്റിറ്റ്യൂട്ട് ഓഫ് സയൻസ് ആൻഡ് ടെക്നോളജി, പൊങ്ങം നൈപുണ്യ ഇൻസ്റ്റിറ്റ്യൂട്ട് ഓഫ് മാനേജ്മെന്റ് ആൻഡ് ഇൻഫർമേഷൻ ടെക്നോളജി, കോന്നി എംഎംഎൻഎസ്എസ് കോളേജ് എന്നീ വിദ്യാഭ്യാസ സ്ഥാപനങ്ങളിലെ വിദ്യാർത്ഥികൾ സർവ്വേയിൽ പങ്കാളികളായി.



ചാണ്ടി ഉമ്മൻ ഓൺ വീൽസ് എഗൈൻ

സെന്റ് ജോസഫ്സ് വനിതാ കോളേജിൽ സൈക്കിൾ ക്ലബ്ബ് ഉദ്ഘാടനം ചെയ്തു

ആലപ്പുഴ: പരിസ്ഥിതി സന്ദേശം മുറുകെപ്പിടിച്ച് വിദ്യാർത്ഥികൾ മുന്നണമെന്ന് ചാണ്ടി ഉമ്മൻ എ.എൽ.എ. വായു മലിനീകരണം കുറയ്ക്കുന്നതിനും വ്യായാമത്തിനുമായി സൈക്കിൾ ഉപയോഗിക്കണമെന്നും ചാണ്ടി ഉമ്മൻ എ.എൽ.എ. പറഞ്ഞു. സെന്റ് ജോസഫ്സ് വനിതാ കോളേജിൽ ഐക്യപ്രസ്ഥിതിയിൽ ഇനിഷ്യേറ്റീവ് കമ്മിറ്റിയുടെ നേതൃത്വത്തിൽ കോളേജിനെ കാർബൺ ന്യൂട്രൽ ക്യാമ്പസാക്കി മാറ്റുന്നതിന്റെ ഭാഗമായി സ്മാർട്ട് ഇന്ത്യ ഫൗണ്ടേഷനുമായി ചേർന്നു ആരംഭിച്ച സൈക്കിൾ ക്ലബ്ബ് ഉദ്ഘാടനം ചെയ്യുകയായിരുന്നു അദ്ദേഹം. സ്പോർട്സ് ആണ് ലഹരിയാക്കണമെന്ന്, പാലായനം അധികരിക്കാത്തതു മനസ്സ് വളർത്തുന്നതിൽ സ്പോർട്സ്, ഗെയിംസ് പ്രവർത്തനങ്ങൾക്ക് കൂടുതൽ പ്രാധാന്യമുണ്ട്. കോളേജിൽ ആരംഭിച്ച സൈക്കിൾ ക്ലബ്ബ് മറ്റ് കോളേജുകളിൽ മാതൃകയാണെന്നും അദ്ദേഹം പറഞ്ഞു. സൈക്കിൾ റാലി ഫോർ ഓഫ് ചെയ്ത് എ.എൽ.എ. വിദ്യാർത്ഥികൾക്കൊപ്പം സൈക്കിൾ ചവിട്ടി യാത്രികർ ഉദ്ഘാടനം ചെയ്തത്. വ്യക്തിഗത സ്പോർട്സ്മാൻമാർ, പരിസ്ഥിതി പ്രവർത്തകർ, കുടുംബകൾ, സാമൂഹിക പ്രവർത്തകർ എന്നിവരുടെ സഹകരണത്തോടെ 30 സൈക്കിളുകളാണ് കോളേജിൽ ലഭിച്ചത്. പ്രിൻസിപ്പൽ സിന്ധു ഡോ.എ.എ. ഉഷ അധ്യക്ഷയായി. ഡോ.കെ.ജെ.ഡയറക്ടർ, ലൂയിസ് പി.തോമസ്, ഡോ. സെമി ചുന്റ ജോസഫ്, ഡോ. എൻ.രാജവേൽ, എ.എസ്.നിധിൻ, ഡാലിൻ ഡയസ്, പി.ജി.ജോൺ ബ്രിട്ടോ, നിമിഷ, വി.ജെ.സെബാസ്റ്റ്യൻ, ഗാർഷോ രാഹുൽ എന്നിവർ പ്രസംഗിച്ചു.

വിദ്യാർത്ഥികൾ സൈക്കിളിൽ കോളേജിൽ വരണമെന്ന് ചാണ്ടി ഉമ്മൻ

ആലപ്പുഴ: പരിസ്ഥിതി സന്ദേശം മുറുകെപ്പിടിച്ച് വിദ്യാർത്ഥികൾ മുന്നണമെന്നും റോഡുകളിൽ പുകമലിനും ഇല്ലാതാക്കുന്നതിനും വ്യായാമത്തിനുമായി സൈക്കിൾ ഉപയോഗിക്കണമെന്നും ചാണ്ടി ഉമ്മൻ എ.എൽ.എ. പറഞ്ഞു. ആലപ്പുഴ സെന്റ് ജോസഫ്സ് കോളേജിനെ കാർബൺ ന്യൂട്രൽ ക്യാമ്പസാക്കി മാറ്റുന്നതിന്റെ ഭാഗമായുള്ള സൈക്കിൾ ക്ലബ്ബ് ഉദ്ഘാടനം ചെയ്യുകയായിരുന്നു അദ്ദേഹം. സൈക്കിൾ ചവിട്ടി കോളേജിലെത്താൻ വിദ്യാർത്ഥികൾ താല്പര്യം കാണിക്കണം. സൈക്കിൾ ക്ലബ്ബ് മറ്റു കോളേജുകളിലും മാതൃകയാകണം. സ്കൂൾ-കോളേജ് കേന്ദ്രീകരിച്ച് സൈക്കിൾ നൽകുന്നതിനുള്ള സംവിധാനമുണ്ടാകണമെന്നും അദ്ദേഹം പറഞ്ഞു. പ്രിൻസിപ്പൽ സിന്ധു ഡോ.എ.എ. ഉഷ അധ്യക്ഷയായി. ഡോ.കെ.ജെ. ഡയറക്ടർ, ലൂയിസ് പി.തോമസ്, ഡോ. സെമി ചുന്റ ജോസഫ്, ഡോ. എൻ.രാജവേൽ, എ.എസ്.നിധിൻ, ഡാലിൻ ഡയസ്, പി.ജി.ജോൺ ബ്രിട്ടോ, നിമിഷ, വി.ജെ. സെബാസ്റ്റ്യൻ തുടങ്ങിയവർ പ്രസംഗിച്ചു. കോളേജിലെ ഐ.ക്യു.എ.സി. ഗ്രീൻ ഇനിഷ്യേറ്റീവ് കമ്മിറ്റിയുടെ നേതൃത്വത്തിൽ സ്മാർട്ട് ഇന്ത്യ ഫൗണ്ടേഷനുമായി ചേർന്ന് പരിസ്ഥിതി സംരക്ഷണ പരിപാടിയും നടത്തുന്നുണ്ട്.

സ്കൂൾ സോഷ്യൽ വർക്ക് ഇൻ്റർവെൻഷൻ സംഘടിപ്പിച്ചു

അങ്കമാലി: വിദ്യാർത്ഥികളുടെ മാനസികാരോഗ്യവും സുസ്ഥിതിയും പരിപോഷിപ്പിക്കുക എന്ന ലക്ഷ്യത്തോടെ സ്മാർട്ട് ഇന്ത്യ ഫൗണ്ടേഷന്റെയും മൈൻഡ് ബ്ലിസ് കൗൺസിലിംഗ് സെന്ററിന്റെയും സംയുക്താഭിമുഖ്യത്തിൽ ടുഗെദർ ഫോർ ടുമാറോ എന്ന പേരിൽ സ്കൂൾ സോഷ്യൽ വർക്ക് ഇൻ്റർവെൻഷൻ പരിപാടി സംഘടിപ്പിച്ചു. മൂക്കന്നൂർ എസ്.എച്ച്.എച്ച്.എസ് പത്താം ക്ലാസ് വിദ്യാർത്ഥികൾക്കായി മാനസികാരോഗ്യം, വൈകാരിക പിന്തുണ, സമ്മർദ്ദ നിയന്ത്രണം, നല്ല സൗഹൃദങ്ങൾ നിലനിർത്തൽ, പ്രതിസന്ധികളെ അതിജീവിക്കാനുള്ള ശേഷി വളർത്തൽ തുടങ്ങിയ വിഷയങ്ങളിലൂന്നിയാണ് ക്ലാസുകൾ സംഘടിപ്പിച്ചത്. സാമൂഹ്യ പ്രവർത്തകരും കൗൺസിലർമാരുമായ ഡോ. സെമി ചുന്റ ജോസഫ്, ഡാലിൻ ഡയസ്, കെ.എം. പാർവ്വതി എന്നിവർ വിവിധ സെഷനുകൾക്ക് നേതൃത്വം നൽകി. തൃക്കാക്കര കെഎംഎം കോളേജ്, അങ്കമാലി ഡിപോൾ കോളേജ്, പൊങ്ങം നൈപുണ്യ കോളേജ് എന്നിവിടങ്ങളിൽ നിന്നുള്ള സോഷ്യൽ വർക്ക് വിദ്യാർത്ഥികൾ സ്കൂൾ വിദ്യാർത്ഥികളുമായി നേരിട്ട് സംവദിക്കുകയും അവരുടെ സംശയങ്ങൾക്ക് മറുപടി നൽകുകയും ചെയ്തു.

TRAINING PROGRAMMES

TWO-DAY HOUSEHOLD WATER TREATMENT AND SAFE STORAGE (HWTS) TRAINING PROGRAMME AT KANJOOR GRAMA PANCHAYAT

SMART India Foundation successfully organized a two-day training programme on Household Water Treatment and Safe Storage (HWTS) at Kanjoor Panchayat on 5th June 2026. The programme was conducted as part of the Jalaraksha Campaign with technical support from CAWST and WASH Institute.



The training aimed to build the capacity of frontline community workers by enhancing their knowledge and practical skills in ensuring safe drinking water at the household level. Participants included ASHA workers and Haritha Karma Sena members representing different wards of the Panchayat. The sessions covered various aspects of drinking water safety, including common sources of contamination, transmission of waterborne diseases, household water treatment technologies, safe storage practices, behaviour change communication, and community awareness strategies. Practical demonstrations enabled participants to understand the proper use of different HWTS options and safe water handling techniques. Interactive discussions, group activities, and hands-on demonstrations made the programme highly participatory. Participants appreciated the practical approach adopted during the training and expressed confidence in disseminating the acquired knowledge within their communities.



The programme strengthened the local capacity to promote safe drinking water practices and reinforced the collective commitment towards improving public health through community-led water safety initiatives.



FOUR-DAY MASTER TRAINING PROGRAMME ON DRINKING WATER QUALITY TESTING (DWQT) AND HOUSEHOLD WATER TREATMENT & SAFE STORAGE (HWTS)



SMART India Foundation successfully organized a four-day residential Master Training Programme on Drinking Water Quality Testing (DWQT) and Household Water Treatment and Safe Storage (HWTS) during June 25- 28, 2026 at Assisi Shanthi Kendra, Karukutty. The programme was inaugurated by Mr. Shaijo Parambi, District Panchayat Member, Ernakulam. The training was conducted in collaboration with CAWST and WASH Institute to strengthen the technical capacity of water and sanitation professionals and community leaders.

The training provided comprehensive theoretical and practical knowledge on drinking water quality, waterborne diseases, physical, chemical, and microbiological water quality parameters, sampling procedures, laboratory testing techniques, and interpretation of test results. Participants received extensive hands-on experience in using field testing kits and laboratory equipment for analysing drinking water quality.

The training brought together participants with an interest and role in water, sanitation, and hygiene and community development. The Master Training Programme brought together 30 participants representing a diverse range of government departments, non-governmental organizations, academic institutions, local self-government bodies, and community-based organizations. The participants included social workers, project coordinators, public health



professionals, faculty members, students, interns, volunteers, ward representatives, and development practitioners from different organizations. The programme covered important aspects of drinking water quality, water safety and household water management. Participants were introduced to the significance of safe drinking water, common sources of contamination, waterborne diseases and the importance of protecting water throughout the journey from source to consumption. The sessions also focused on different drinking water quality parameters and the importance of systematic water quality testing in identifying potential risks to human health.

A major component of the programme was the practical training in water quality testing and sample handling. Participants received hands-on exposure to appropriate methods of collecting and handling water samples and testing various water quality parameters using field-based and laboratory methods. Practical sessions helped participants understand the testing process, maintain accuracy and interpret test results. The laboratory component conducted at SCMS School of Engineering and Technology provided additional exposure to systematic water quality assessment and strengthened participants' confidence in carrying out testing procedures. Another important aspect of the programme was the multi-barrier approach to drinking water safety. Participants learned that ensuring safe drinking water requires attention at different stages, including source protection, appropriate treatment, safe storage and hygienic handling.



The programme concluded with reflection, assessment and action planning, enabling participants to review their learning and identify ways to apply it in their respective areas of work. The training strengthened participants' understanding of drinking water quality and HWTS while also enhancing their confidence in conducting awareness programmes, practical demonstrations and community-level capacity-building activities.

The Master Training Programme marked an important step towards strengthening community-based water safety initiatives. By building a network of trained Master Trainers, SMART India Foundation and its partners aim to support wider dissemination of knowledge on drinking water quality, household water treatment and safe storage. The programme contributes to the broader goal of promoting safe water practices, healthier households and informed communities, while creating a stronger foundation for future water, sanitation and hygiene interventions.



3-DAY TRAINING PROGRAMME ON DRINKING WATER QUALITY TESTING (DWQT) AND HOUSEHOLD WATER TREATMENT & SAFE STORAGE (HWTS) AT SREEMOOLANAGRAM GRAMA PANCHAYAT



Access to safe drinking water is fundamental to public health, yet ensuring water safety requires attention not only to the source but also to treatment, storage and handling at the household level. Recognising the importance of strengthening community-level capacity in this area, SMART India Foundation, in association with Sreemoolanagaram Grama Panchayat, CAWST and WASH Institute, organised a three-day training programme on Drinking Water Quality Testing (DWQT) and Household Water Treatment and Safe Storage (HWTS). The programme was inaugurated by President Mrs. Princy Davis and conducted from 27 to 29 June 2026 at K.H. Hamsa Memorial Hall, Sree-



moolanagaram Grama Panchayat. The training brought together 38 participants, comprising ASHA workers, Haritha Karma Sena (HKS) members and a community representative nominated by the Grama Panchayat. The participants represented all 18 wards of Sreemoolanagaram Grama Panchayat. As frontline community workers who regularly interact with households, they have an important role in promoting health, hygiene, sanitation and environmental awareness. The programme therefore focused on strengthening their knowledge and practical skills so that they could support households in adopting safer water practices and contribute to community-level awareness and behaviour change.

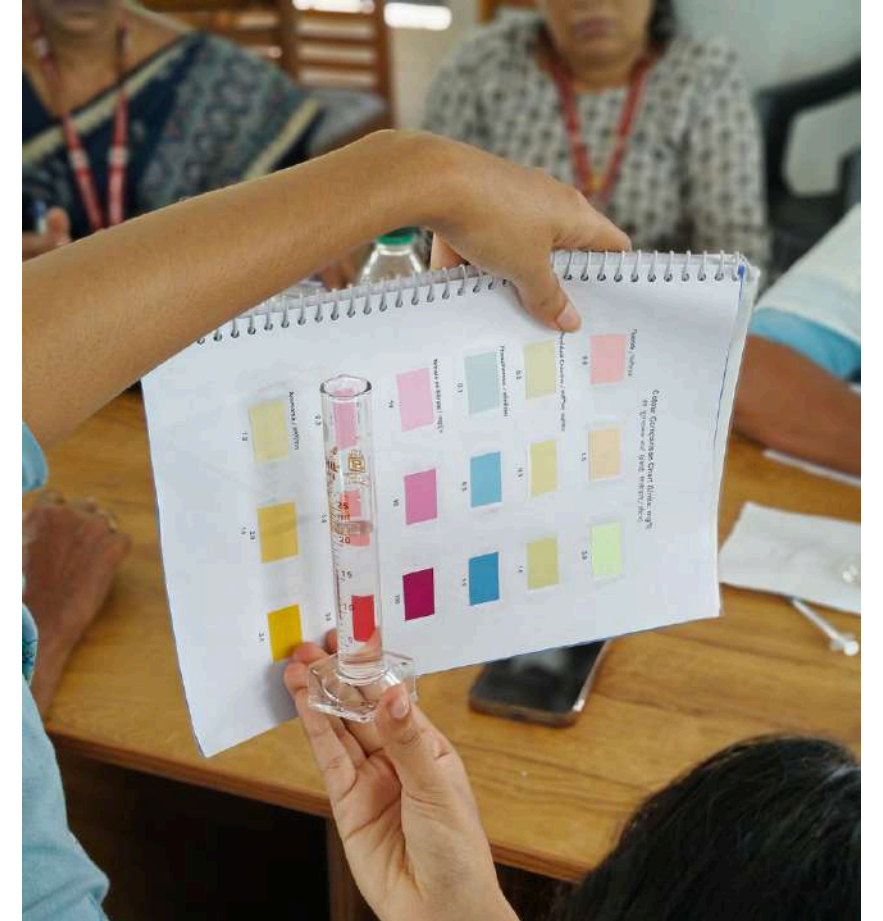
The first day focused on building a strong foundation in safe drinking water, water safety risks and contamination pathways. Participants were introduced to drinking water supply systems and the ways in which contamination can occur from source to point of consumption. Sessions also introduced Drinking Water Quality Testing and Household Water Treatment and Safe Storage, followed by discussions on the multi-barrier approach. Practical and interactive sessions explored sedimentation, filtration and disinfection as household water treatment options. Role plays, brainstorming activities and group discussions helped participants connect the technical concepts with situations encountered in their communities. The second day concentrated on the practical aspects of drinking water quality testing. Participants were introduced to field test kits, water sampling techniques and laboratory instruments. They received hands-on training in assessing physical parameters such as pH, temperature and turbidity, followed by chemical parameters including chloride, hardness, dissolved oxygen and residual chlorine. Particular attention was given to microbiological examination, including E. coli testing, sources of contamination and disinfection practices. The practical sessions enabled participants to collect samples, conduct tests, observe results and develop greater confidence in field-level water quality monitoring.

The third day continued with testing of additional chemical parameters, including nitrate, fluoride, alkalinity, iron, ammonia and phosphorous. Participants also visited an Effluent Treatment Plant, where they were introduced to the importance and functioning of wastewater treatment. . The tested water quality results were subsequently discussed and interpreted with the guidance of the facilitators. The final sessions focused on behaviour change and community engagement emphasis-



ing that access to water treatment technologies alone is not sufficient unless households consistently adopt safe water behaviours. Participants explored communication strategies and community-based approaches for encouraging sustained practices.

The three-day training successfully strengthened the technical knowledge, practical skills and community mobilisation capacity of frontline workers in Sreemoolanagaram. By equipping ASHA workers and Haritha Karma Sena members with knowledge of water quality testing, household treatment, safe storage and behaviour change, the programme created a stronger community-level network for promoting safe drinking water practices. The initiative represents an important step towards building healthier and more water-safe households through knowledge, community participation and sustained behavioural change.



വാഷ് ഇൻസ്റ്റിറ്റ്യൂട്ട്, സ്മാർട്ട് ഇന്ത്യ ഫൗണ്ടേഷൻ എന്നിവിടങ്ങളിലെ വിദഗ്ധർ ക്ലാസുകൾ നയിക്കും.

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● ഗാർഹിക ജലശുദ്ധീകരണവും ശുചിത്വവും മാസ്റ്റർ ട്രെയിനിങ് ജില്ല പഞ്ചായത്ത് വികസന കാര്യ സ്റ്റാൻഡിംഗ് കമ്മിറ്റി ചെയർമാൻ ഷൈജോ പറമ്പി ഉദ്ഘാടനം ചെയ്യുന്നു.

മാസ്റ്റർ ട്രെയിനിങ് പരിപാടി ആരംഭിച്ചു മംഗളം 27-6-26

അങ്കമാലി: ഗാർഹിക ജലശുദ്ധീകരണവും ശുചിത്വവും എന്ന വിഷയത്തിൽ നാല് ദിവസത്തെ മാസ്റ്റർ ട്രെയിനിങ് പരിപാടി കറുകുറ്റി അസിസ്റ്റി ശാന്തി കേന്ദ്രയിൽ ആരംഭിച്ചു. എറണാകുളം ജില്ല പഞ്ചായത്ത് വികസന കാര്യ സ്റ്റാൻഡിംഗ് കമ്മിറ്റി ചെയർമാൻ ഷൈജോ പറമ്പി ഉദ്ഘാടനം ചെയ്തു. സ്മാർട്ട് ഇന്ത്യ ഫൗണ്ടേഷൻ, വാഷ് ഇൻസ്റ്റിറ്റ്യൂട്ട് എന്നിവരുടെ നേതൃത്വത്തിൽ എസ്.സി.എം. എസ്. വാട്ടർ ഇൻസ്റ്റിറ്റ്യൂട്ടിന്റെ സഹകരണത്തോടെയാണ് പരിശീനം സംഘടിപ്പിച്ചിട്ടുള്ളത്. സ്മാർട്ട് ഇന്ത്യ ഫൗണ്ടേഷൻ മാനേജിങ് ട്രസ്റ്റി ഡാലിൻ ഡയസ് അധ്യക്ഷത വഹിച്ചു. വാഷ് ഇൻസ്റ്റിറ്റ്യൂട്ട് പ്രോജക്ട് മാനേജർ, അഖിലേഷ് രമേഷ് മുഖ്യപ്രഭാഷണം നടത്തി. ഒരു വർഷം നീണ്ടുനിൽക്കുന്ന ജലരക്ഷ കാമ്പയിന്റെ പ്രവർത്തനങ്ങൾ ഡോ. സെമിച്ചൻ ജോസഫ് പരിചയപ്പെടുത്തി. വാഷ് ഇൻസ്റ്റിറ്റ്യൂട്ട്, സ്മാർട്ട് ഇന്ത്യ ഫൗണ്ടേഷൻ, എസ്.സി.എം. എസ്. വാട്ടർ ഇൻസ്റ്റിറ്റ്യൂട്ട് എന്നിവിടങ്ങളിലെ വിദഗ്ധർ ക്ലാസുകൾ നയിക്കും.

കലാകൗമുദി

ഗാർഹിക ജലശുദ്ധീകരണവും ശുചിത്വവും: മാസ്റ്റർ ട്രെയിനിംഗ് തുടങ്ങി

അങ്കമാലി: ഗാർഹിക ജലശുദ്ധീകരണവും ശുചിത്വവും എന്ന വിഷയത്തിൽ നാല് ദിവസത്തെ മാസ്റ്റർ ട്രെയിനിംഗ് പരിപാടി കറുകുറ്റി അസിസ്റ്റി ശാന്തി കേന്ദ്രയിൽ ആരംഭിച്ചു.

എറണാകുളം ജില്ല പഞ്ചായത്ത് വികസന കാര്യ സ്റ്റാൻഡിംഗ് കമ്മിറ്റി ചെയർമാൻ ഷൈജോ പറമ്പി ഉദ്ഘാടനം ചെയ്തു. സ്മാർട്ട് ഇന്ത്യ ഫൗണ്ടേഷൻ, വാഷ് ഇൻസ്റ്റിറ്റ്യൂട്ട് എന്നിവരുടെ നേതൃത്വത്തിൽ എസ്.സി.എം. എസ്. വാട്ടർ ഇൻസ്റ്റിറ്റ്യൂട്ടിന്റെ സഹകരണത്തോടെയാണ് പരിശീനം സംഘടിപ്പിച്ചിട്ടുള്ളത്. ചടങ്ങിൽ സ്മാർട്ട് ഇന്ത്യ ഫൗണ്ടേഷൻ മാനേജിംഗ് ട്രസ്റ്റി

ഡാലിൻ ഡയസ് അധ്യക്ഷത വഹിച്ചു. വാഷ് ഇൻസ്റ്റിറ്റ്യൂട്ട് പ്രോജക്ട് മാനേജർ അഖിലേഷ് രമേഷ് മുഖ്യപ്രഭാഷണം നടത്തി.

ഒരു വർഷം നീണ്ടുനിൽക്കുന്ന ജലരക്ഷ കാമ്പയിന്റെ പ്രവർത്തനങ്ങൾ ഡയറക്ടർ ഡോ. സെമിച്ചൻ ജോസഫ് പരിചയപ്പെടുത്തി. നാല് ദിവസങ്ങളിലായി നടക്കുന്ന പരിശീലന പരിപാടിയിൽ സുരക്ഷിത കുടിവെള്ളത്തിന്റെ പ്രാധാന്യം, ഗാർഹിക ജലശുദ്ധീകരണ രീതികൾ, ശുചിത്വ പരിപാലനം, ജലജന്യ രോഗങ്ങൾ തടയുന്നതിനുള്ള മാർഗങ്ങൾ, സമൂഹാധിഷ്ഠിത ഇടപെടലുകൾ എന്നിവയെക്കുറിച്ചുള്ള ക്ലാസുകളും സംവാദങ്ങളും നടക്കും. വാഷ് ഇൻസ്റ്റിറ്റ്യൂട്ട്, സ്മാർട്ട് ഇന്ത്യ ഫൗണ്ടേഷൻ, എസ്.സി.എം. എസ്. വാട്ടർ ഇൻസ്റ്റിറ്റ്യൂട്ട് എന്നിവിടങ്ങളിലെ വിദഗ്ധർ ക്ലാസുകൾ നയിക്കും. സമൂഹത്തിൽ സുരക്ഷിത ജല ഉപയോഗവും ശുചിത്വ രീതികളും പ്രോത്സാഹിപ്പിക്കുക. പൊതുജനാരോഗ്യം മെച്ചപ്പെടുത്തുക എന്ന ലക്ഷ്യത്തോടെ ബന്ധപ്പെടുത്തിയിട്ടുള്ള ഈ പരിശീലന പരിപാടിയിൽ കേരളതിനകത്തും പുറത്തും ഈ മേഖലയിൽ പ്രവർത്തിക്കുന്ന നീരന്തെളക്കപ്പെട്ട 30 പേരാണ് പങ്കെടുക്കുന്നത്.



കറുകുറ്റി അസിസ്റ്റി ശാന്തി കേന്ദ്രയിൽ 'ഗാർഹിക ജലശുദ്ധീകരണവും ശുചിത്വവും' എന്ന വിഷയത്തിൽ നടക്കുന്ന മാസ്റ്റർ ട്രെയിനിംഗ് പരിപാടി എറണാകുളം ജില്ല പഞ്ചായത്ത് വികസന കാര്യ സ്റ്റാൻഡിംഗ് കമ്മിറ്റി ചെയർമാൻ ഷൈജോ പറമ്പി ഉദ്ഘാടനം ചെയ്യുന്നു.

SOCIAL WORKERS' EMPOWEMENT PROGRAMME

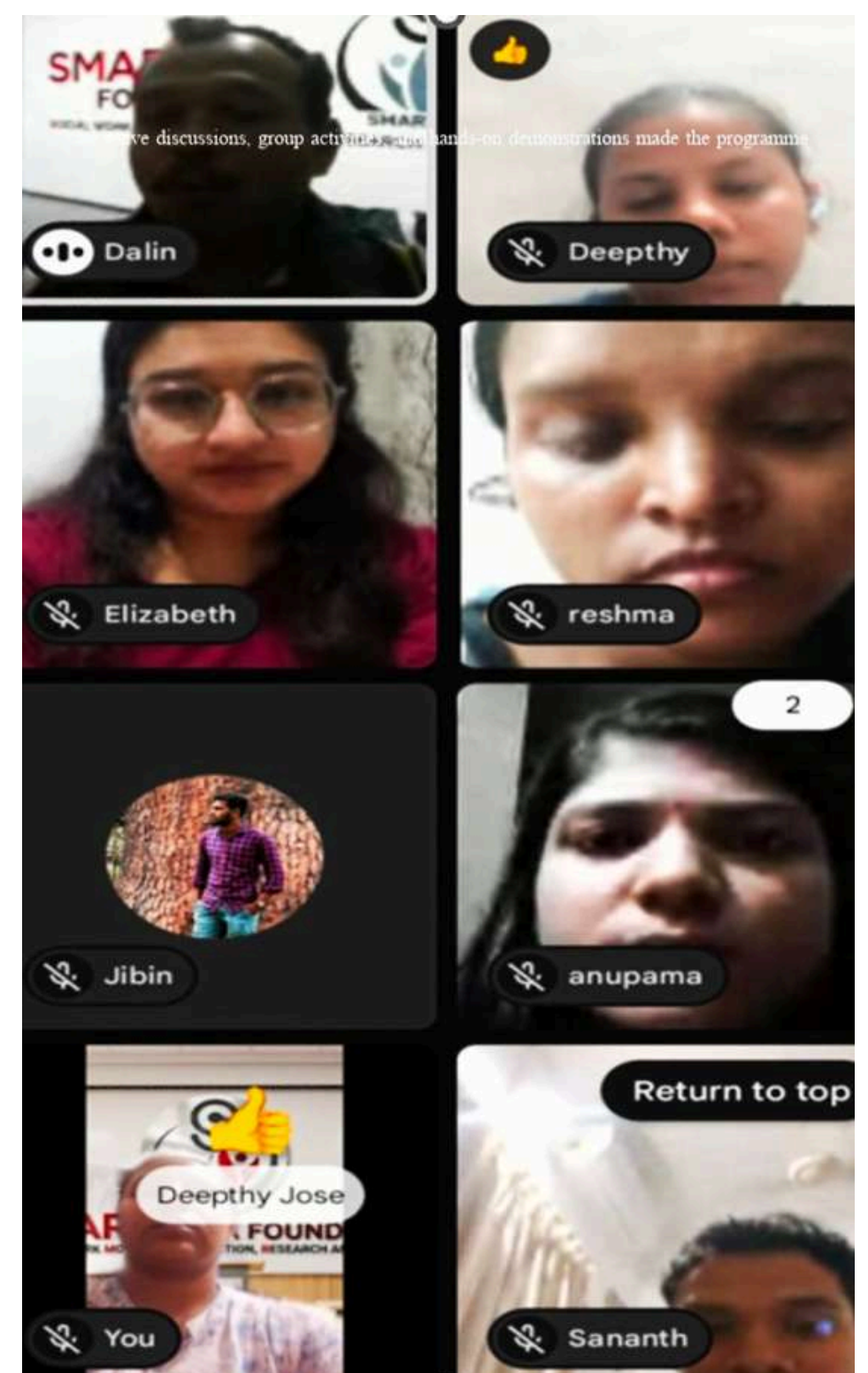
ORIENTATION AND INAUGURATION OF INTERNSHIP PROGRAMME – 18TH BATCH



SMART India Foundation officially inaugurated the 18th batch of its Internship Programme and organized an orientation programme for newly joined interns on 10th June 2026. The programme welcomed students pursuing distant Social Work degree.

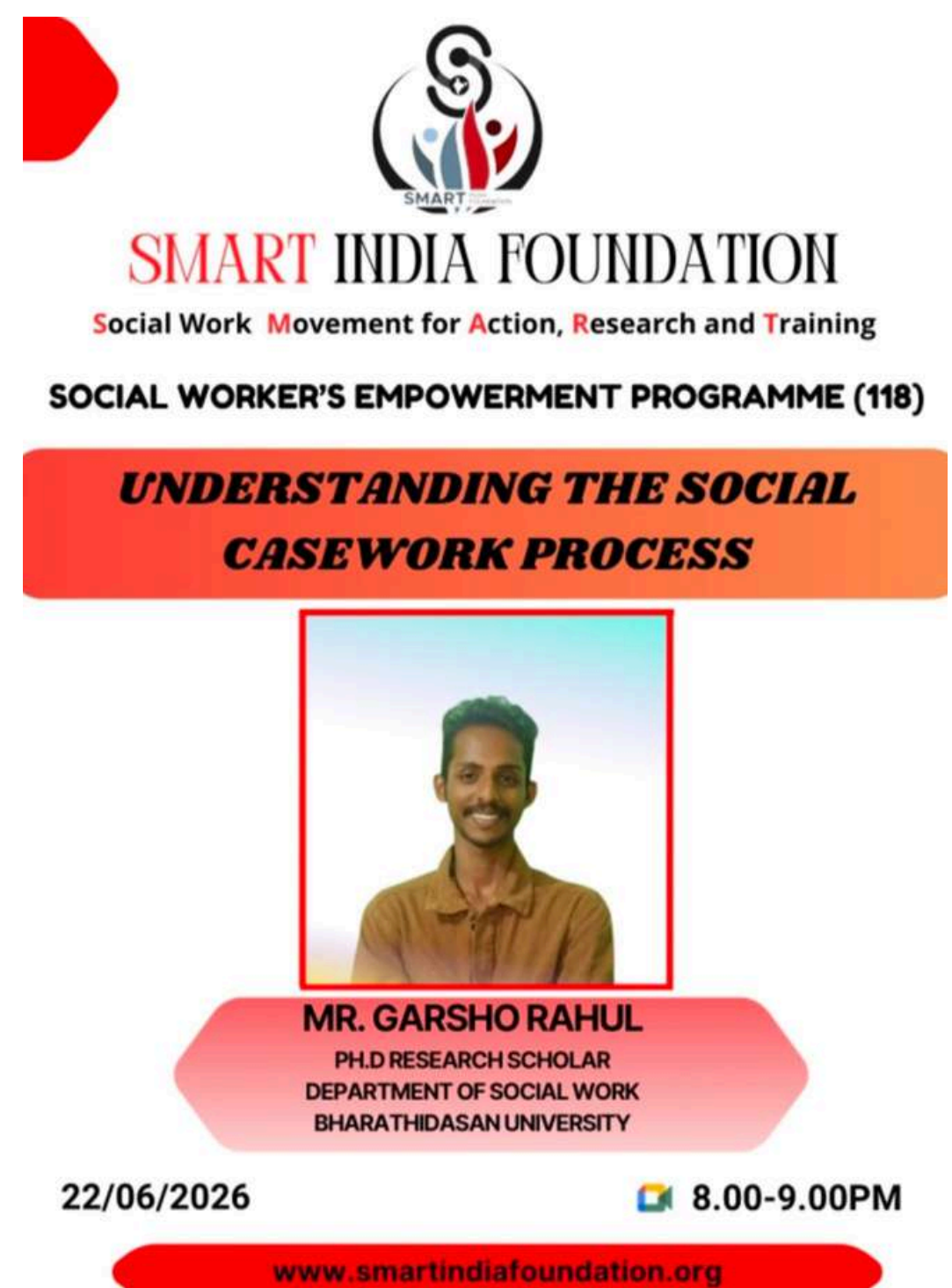
The inauguration began with a formal welcome, followed by an introduction to the vision, mission, and major initiatives of SMART India Foundation. Interns were familiarized with the organization's community development projects, professional ethics, fieldwork expectations, reporting procedures, and internship guidelines.

The orientation concluded with an inspiring message encouraging interns to uphold social work values and contribute meaningfully towards community development throughout their internship journey.



UNDERSTANDING THE SOCIAL CASEWORK PROCESS

SMART India Foundation successfully conducted the 118th Social Workers' Empowerment Programme (SEP 118) on the topic "Understanding the Social Casework Process" on 22nd June 2026 from 8:00 PM to 9:00 PM. The session was facilitated by Mr. Garsho Rahul, Research Scholar from Bharathidasan University who provided participants with a comprehensive understanding of the systematic process involved in professional social casework practice.



The session focused on the various stages of the social casework process, including intake, study, assessment, intervention, evaluation, termination, and follow-up. Through practical examples and case illustrations, the resource person explained how each stage contributes to effective problem-solving and client-centred intervention. Emphasis was also placed on the importance of building professional relationships, maintaining confidentiality, and adhering to ethical principles throughout the helping process.

The programme was highly interactive, encouraging participants to engage in discussions, clarify their doubts, and relate theoretical concepts to real-life practice situations. Participants gained valuable insights into the practical application of social casework methods across diverse settings.

The session enhanced participants' understanding of professional casework practice and strengthened their ability to apply a structured and evidence-based approach while working with individuals and families. SEP 118 once again reflected SMART India Foundation's commitment to promoting continuous professional learning and capacity building among aspiring social work professionals.

SCHOOL SOCIAL WORK : ENHANCING STUDENTS DEVELOPMENT AND SCHOOL WELL-BEING

The 119th Social Worker's Empowerment Programme successfully conducted on the topic "School Social Work : Enhancing students development and School well-being". The session was lead by Dr. Semichan Joseph, Deputy Managing Trustee SMART India Foundation. 28 social worker students attended the session.

The session was conducted to understand the importance of social work areas in the school environment. Focused on the overall development of students and the role of social workers in creating a safe, supportive and healthy school atmosphere. The resource person explained about understand the role of a school social worker and how to promote students' mental and social well being .

School social worker helps students identify and manage these difficulties through counselling, guidance, individual and group interventions, and by connecting students and families with appropriate support services. The importance of early identification of problems and timely intervention was also discussed. The session highlighted importance of possitive school enverionment and how it helps students to build confidence, improve academic and non academic activities. The session also reminds about school social worker helps students identify and manage these difficulties through counselling, guidance, individual and group interventions, and by connecting students and families with support services. The participants was highly engaged and interested in program, some of the asked some relevant doubts on the topic and shared their opinions. The programme ended at 9:00pm.



LIFE SKILLS FOR PERSONAL AND PROFESSIONAL EXCELLENCE

The 120th session of the Social Workers' Empowerment Programme (SEP) on the topic "Life Skills for Personal and Professional Excellence" was conducted on 10 July 2026 from 8:00 PM to 9:00 PM. The session was led by Mr. Dalin Dias, Managing Trustee, SMART India Foundation, and was attended by 20 participants. The programme was organised with the objective of strengthening essential life skills that support both personal well-being and professional effectiveness, particularly within the field of social work. The session highlighted the important role of life skills in achieving a healthy balance between personal growth and professional success. The resource person explained that socialwork professionals often work in challenging environments and interact with individuals and communities experiencing different forms of social, emotional and personal difficulties. In such situations, possessing appropriate life skills is essential for maintaining professional effectiveness while also protecting one's own emotional well-being.

The session covered several important competencies, including effective communication, emotional intelligence, stress management, decision-making and interpersonal skills. Effective communication was discussed as an essential skill for building trust, understanding client needs and maintaining positive professional relationships. Participants were also introduced to the importance of emotional intelligence in recognising and managing one's own emotions while responding appropriately to the emotions and concerns of others.

The discussion also addressed decision-making and problem-solving skills, which are particularly relevant to social work practice. Participants were encouraged to approach challenging situations thoughtfully, consider available alternatives, understand possible consequences and make responsible decisions based on professional values and the needs of the people they serve. The importance of interpersonal skills in developing meaningful relationships with clients, colleagues, community members and other stakeholders was also emphasised. The session successfully concluded at 9:00 PM, with participants gaining practical perspectives that can be applied to their everyday lives and professional practice.



SMART INDIA FOUNDATION
Social Work Movement for Action Research and Training

SOCIAL WORKER'S EMPOWERMENT PROGRAMME (120)

LIFE SKILLS FOR PERSONAL AND PROFESSIONAL EXCELLENCE



10/07/2026

Mr. DALIN DIAS
MANAGING TRUSTEE
SMART INDIA
FOUNDATION

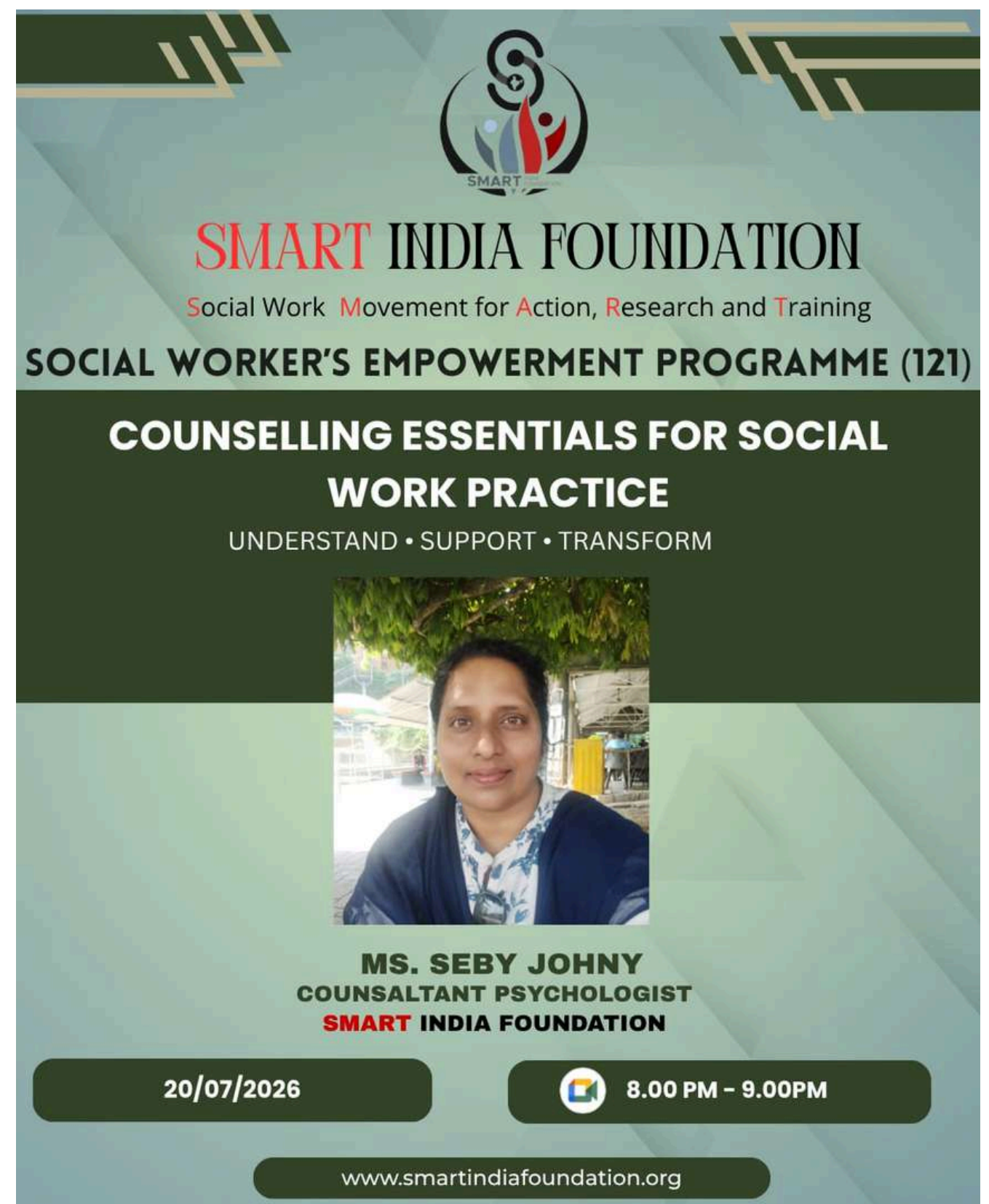
8.00-9.00pm

www.smartindiafoundation.org

COUNSELLING ESSENTIALS FOR SOCIAL WORK PRACTICE

The 121st session of the Social Workers' Empowerment Programme (SEP) on the topic "Counselling Essentials for Social Work Practice" was conducted on 20 July 2026 from 8:00 PM to 9:00 PM. The session was led by Ms. Seby Johny, Consultant Psychologist, SMART India Foundation, and was attended by 36 participants. The session aimed to provide participants with a basic understanding of the importance of counselling skills in social work practice and how these skills can support individuals facing emotional, personal and social challenges. The session began with an introduction to the concept of counselling and its relevance to social work. The resource person explained that counselling plays an important role in building trust, enhancing self-awareness and providing emotional support to clients. Through a supportive counselling process, social workers can create a safe and comfortable environment where individuals feel encouraged to express their concerns, emotions and personal experiences without fear of judgement. Such an approach helps clients understand their situations better and identify appropriate ways of coping with challenges.

The session highlighted the importance of counselling in building trust, understanding client concerns, providing emotional support, exploring emotions, developing healthy coping strategies, resolving conflicts, and encouraging positive decision-making. Participants learned how social workers can create a safe and supportive environment where clients can express their experiences without judgement and receive appropriate guidance while maintaining their dignity and self-determination. The discussion also emphasised the role of counselling in strengthening resilience, supporting individuals in managing life challenges, and promoting overall social and emotional well-being. The session was highly interactive, with participants actively sharing their insights, asking relevant questions, and relating the concepts to practical social work situations. Overall, the programme enhanced participants' understanding of essential counselling skills and their relevance to effective social work practice, and the session successfully concluded at 9:00 PM.



OBSERVATION VISIT

EDUCATIONAL VISIT TO COTTOLENGO VOCATIONAL REHABILITATION CENTRE

As part of the internship learning process, SMART India Foundation organized an educational visit to the Cottolengo Vocational Rehabilitation Centre during June 2026. The visit aimed to provide interns with practical exposure to rehabilitation services and vocational training programmes for persons with disabilities.

During the visit, participants were introduced to the institution's objectives, rehabilitation model, vocational skill development activities, therapeutic interventions, and support services offered to beneficiaries. Staff members explained the multidisciplinary approach adopted to enhance the independence and quality of life of individuals with disabilities.

Interns observed various vocational units where beneficiaries were engaged in productive activities, gaining insights into the importance of skill development, inclusion, empowerment, and community participation. The visit also provided opportunities for interaction with beneficiaries, enabling interns to better understand their aspirations and challenges.



JALARAKSHA WATER LEARNING WEEK



FROM SOURCE TO GLASS

The story behind the Jalaraksha Campaign

Mr. Akhilesh Ramesh



Kerala has spent decades expanding access to water. The next question is more difficult: what happens to that water after it reaches us?

A glass of water rarely attracts attention.

We drink it when we are thirsty and move on. We seldom ask where it came from, what happened to it along the way, or whether it remained safe until it reached our glass.

If it looks clear, smells normal and tastes fine, we tend to trust it.

That trust is understandable. But it leaves one part of the story largely invisible.

Some risks in drinking water cannot be seen, smelled or tasted. And water that is safe at its source does not necessarily remain safe through every stage of its journey to the point of consumption.

So the question is not only where our water comes from.

It is also what happens to it before we drink it.

KERALA'S WATER STORY IS MORE COMPLICATED THAN ABUNDANCE OR SCARCITY

Kerala is often described through its relationship with water: heavy monsoons, rivers, backwaters, ponds and wells. Yet the state's water reality cannot be reduced to either abundance or scarcity.

Water availability varies across seasons and locations. The state continues to face concerns related to water quality, groundwater stress, climate variability and over-extraction. Wells also remain important sources of domestic water for many households. Kerala's Economic Review has identified these as continuing challenges in the state's water sector.

At the same time, formal water-supply systems continue to expand.

This creates a more interesting question for Kerala.

The challenge is not simply to make water available. It is to ensure that water remains safe, reliable and fit for use throughout its journey.

The World Health Organization's 2026 Guidelines for Drinking-water Quality reflects this broader understanding. Its risk-based approach considers drinking-water safety from the catchment through to the consumer, rather than treati-

ng the quality of water at the end of the system as the only point of concern.

The lesson is straightforward:

Safe water has to be managed as a journey, not judged only at the destination.

THE WATER BETWEEN THE SOURCE AND THE GLASS

Consider a household that depends on a well.

The condition of the well matters. So does the environment around it. But the story does not end there.

Water has to be collected, carried, sometimes treated, stored and handled before it is finally consumed.

Each of these stages creates possibilities for good practice—and for risk.

The same principle applies to piped water. A reliable supply system is fundamental, but the journey does not end when water enters the household.

This does not reduce the responsibility of water suppliers, regulators or public institutions. Safe infrastructure, source protection, treatment, monitoring a-



nd effective regulation remain essential.

But they are not the whole story.

The household is another link in the chain.

What happens at that point is influenced by routines, convenience, understanding, trust and the circumstances in which people live.

The last stretch of water safety is not only technical. It is also social.

That distinction matters.

WHEN KNOWLEDGE MEETS EVERYDAY LIFE

Most people do not need to be convinced that drinking water should be safe.

They already know that contamination can be harmful. They know that water should be stored carefully. They know that treatment may be necessary.

Yet knowledge does not always become practice.

A household may know that water needs to be treated but find the process inconvenient. A family may understand the importance of safe storage but c-

ontinue with a familiar practice. A community may recognise that a local source is deteriorating but struggle to organise a collective response.

The difficulty, therefore, is not always a lack of information.

It is what happens when knowledge meets everyday life.

People make decisions within real circumstances. Time, cost, convenience, access to services, trust, habits and the behaviour of those around them can all influence what they actually do.

This is why awareness and behaviour change cannot be treated as the same thing.

A message can tell people what is desirable.

But sustained behaviour requires something more: people need to understand the risk, know what action is possible, have the means to act, and find the new practice practical enough to continue.

This is also why the Jalaraksha approach places emphasis on moving from awareness and understanding towards sustained safe-water practices.

A TEST CAN REVEAL A RISK. IT CANNOT DECIDE

WHAT HAPPENS NEXT.

Water testing is an important part of water safety, and Kerala has an established public water-quality testing system through the Kerala Water Authority and its laboratory network.

But a test result is not the same as a change in behaviour.

A household may receive a report indicating a water-quality risk. The report provides valuable information. But the usefulness of that information depends on what happens afterwards.

The household needs to understand what the result means, know what action is appropriate, access the necessary treatment and be able to sustain the safer practice over time.

The test can identify a problem. The harder task is helping people respond to it.

This is where technical information has to become understandable, practical and actionable.

And that is a very different task from simply generating information.

THE SOCIAL LIFE OF WATER

Water is often discussed through en-



gineering: sources, pipelines, treatment plants, laboratories and standards.

All of these are necessary.

But water systems operate within human systems.

People use infrastructure. Families develop routines. Communities develop norms. Institutions determine what is available, affordable and possible.

That makes some of the most important water questions social questions.

Who is most exposed to risk?

Who makes decisions about water within the household?

Who carries the daily responsibility for collecting, storing and managing it?

Why does one practice become normal in one household and not another?

What makes a safer practice difficult to sustain?

What enables a community to act together?

These questions are not about replacing technical expertise

with social work.

They are about recognising that technical solutions have to work in social settings.

The social-work lens adds attention to vulnerability, agency, relationships, behaviour and participation. It asks not only what solution is technically correct, but whether people can understand it, access it, use it and make it part of everyday life.

That is particularly relevant to water, where the final outcome depends partly on what happens after the technical system has done its job.

FROM “MY WATER” TO “OUR WATER”

There is another limit to looking at water only through the household.

A family can protect its drinking water. It can maintain its storage container. It can treat water when necessary.

But it cannot protect an entire water source alone.

A stream passes through a community. A pond is affected by what happens around it.

Groundwater does not follow property boundaries.

What happens around a water source eventually matters to the households that depend on it.

This is where individual responsibility begins to meet collective responsibility.

A household has a role. A community has a role. Local governments, water suppliers, regulators and other institutions have roles too. Their responsibilities are different.

Safe water cannot be achieved by asking households to compensate for failures in infrastructure or governance. At the same time, infrastructure cannot guarantee safe use without people and communities being able to act on the risks they face.

Water safety therefore sits somewhere between systems and people.

WHY KERALA NEEDS THIS CONVERSATION

Kerala has an important foundation for this kind of approach.

The state has a strong local-government system, community



institutions and considerable experience of public

The state has a strong local-government system, community institutions and considerable experience of public participation. Its water landscape also combines formal supply systems with continued dependence on wells and other local sources.

That combination makes the household and community dimensions of water particularly relevant.

The next step is not to abandon the existing water agenda.

Kerala still needs stronger infrastructure, better source protection, , reliable supply, effective treatment, monitoring and regulation.

But alongside these, there is a need to ask whether people are equipped to understand the water they depend on and act on the risks they encounter.

That means moving the conversation beyond access alone towards safe use, sustained behaviour and stewardship.

It also means recognising that behaviour cannot be separated

from the conditions in which it takes place.

People cannot be expected to sustain practices that are inaccessible, unaffordable or unsupported.

If safer behaviour is the goal, the systems around people have to make that behaviour possible.

JALARAKSHA: A DIFFERENT CONVERSATION ABOUT WATER

This is the space in which Jalaraksha finds its relevance.

Its message is deliberately simple:

Know Your Water.

Treat Your Water.

Protect Your Water.

The three ideas trace a straightforward progression.

Understand the water you depend on and the risks associated with it.

Take appropriate action when treatment is necessary, and handle and store drinking water safely.

Then look beyond the glass to the source and the environment that sustain it.

The ideas are simple.

Making them part of everyday life is not.

Jalaraksha is therefore not simply another attempt to tell people that water matters. It seeks to make the relationship between water, everyday behaviour and community responsibility more visible. Its broader approach connects awareness and risk understanding with household practice and community stewardship.

That makes the campaign relevant to a wider question:

What would it mean for people to become more water-literate?

WATER LITERACY MUST LEAD SOMEWHERE

Knowing facts about water is useful. But knowledge that does not influence decisions has limited value.

For this conversation, a more practical idea of water literacy would include the ability to recognise risks, understand what they mean, make informed choices and act on them.

It would connect drinking water with health, sanitation, climate, livelihoods and the environment.

But knowledge that does not influe-



nce decisions has limited value.

For this conversation, a more practical idea of water literacy would include the ability to recognise risks, understand what they mean, make informed choices and act on them.

It would connect drinking water with health, sanitation, climate, livelihoods and the environment.

It would help people understand that the safety of a glass of water is connected to what happens before it reaches the household—and to what happens within the household after it arrives.

Most importantly, it would recognise people not merely as recipients of water services or campaign messages, but as participants in the systems that shape water safety.

That is a larger ambition than awareness.

It is about knowledge becoming judgement, judgement becoming action, and action becoming sustained practice.

And where individual practices affect shared resources, it is also about action becoming collective responsibility.

THE QUESTION AFTER THE TAP

We have spent decades asking how to bring water to people.

We will continue to need better sources, stronger infrastructure, effective treatment, reliable distribution, good regulation and rigorous water-quality monitoring.

None of that can be compromised.

But perhaps the next question deserves equal attention:

What happens after the water gets there?

That is where the water system meets the household.

Where technical knowledge meets everyday behaviour.

Where individual choices meet social realities.

And where a question of water quality becomes a question of people, institutions and communities.

The next time a glass of water is placed in front of us, we do not need to become suspicious of it.

We simply need to become a little

more curious.

Where did it come from?

What do I know about it?

What can I do to keep it safe?

And what can we do to protect the source that sustains it?

Perhaps that is where a more meaningful water conversation begins.

Not with the assumption that people know nothing.

Not with the belief that technology can solve everything.

And not by placing the entire respoon households.

But by recognising that safe water is a shared outcome of safe systems, informed choices and collective action.

We have spent decades asking how to bring water to people.

Perhaps the next question is what happens after the water gets there.

Because the journey does not end at the source.

It does not end at the tap.



Somewhere between the two, water becomes part of our everyday choices—and our shared responsibility.

Learning Together for a Water-Secure Future

WATER LEARNING WEEK 2026

26 JULY – 1 AUGUST 2026

DAILY | 8:00 PM – 9:00 PM (IST)

A seven-day online learning series exploring Kerala's water realities, drinking water safety, sanitation, climate resilience, behaviour change, water economics, and community leadership.

DAY 1 SUN 26 JULY		The Story of Water: Understanding Kerala's Water Reality
DAY 2 MON 27 JULY		Safe Water, Healthy Communities
DAY 3 TUE 28 JULY		Sanitation, Wastewater and Protecting Our Water Sources
DAY 4 WED 29 JULY		Water is Social: Behaviour, Gender and Community Participation
DAY 5 THU 30 JULY		Water and Climate Resilience
DAY 6 FRI 31 JULY		Water and the Economy: The Value of Every Drop
DAY 7 SAT 1 AUG		From Knowledge to Action: Becoming a Water Leader PANEL DISCUSSION & LIVE Q&A

THE STORY OF WATER: UNDERSTANDING KERALA'S WATER REALITY

SMART India Foundation, in collaboration with the WASH Institute, organized Water Learning Week 2026 under the Jalaraksha Campaign from 26 July to 1 August 2026. The seven-day online learning series, conducted daily from 8:00 PM to 9:00 PM, was designed to enhance water literacy and promote sustainable water management by bringing together experts, researchers, practitioners, students, government officials, and community members. The programme aimed to provide a comprehensive understanding of Kerala's water challenges and encourage informed community participation in building a water-secure future.

The first day of the programme was held on 26 July 2026 with the theme "The Story of Water: Understanding Kerala's Water Reality." The ses-

sion was facilitated by Mr. Praveen K.S., Deputy Chief Engineer, Kerala Water Authority, Government of Kerala. The session introduced participants to Kerala's unique water scenario, highlighting that although the state receives abundant rainfall and possesses numerous rivers, lakes, wetlands, and groundwater resources, it continues to experience seasonal water scarcity, declining water quality, pollution, and the growing impacts of climate change. The session emphasized that ensuring water security requires not only infrastructure and technology but also responsible water use, community participation, behavioural change, and informed decision-making. Participants gained an understanding of the importance of water literacy and the need to view water as a shared resource essential for public health, livelihoods, agriculture, ecosystems, and sustainable development. The discussion highlighted the significance of protecting rivers, lakes, and groundwater resources while addressing issues such as unsafe water use, environmental degradation, and increasing pressure on water resources due to population growth and climate variability. The session also introduced the objectives and structure of the seven-day learning series, explaining how each session would build upon the previous one to strengthen participants' knowledge and encourage practical action.



Water Learning Week 2026

Day 1 | Sunday | 26 July 2026
Time: 8:00 PM – 9:00 PM

The Story of Water: Understanding Kerala's Water Reality

Key Question

Why is a water-rich state like Kerala facing a water crisis?

Session Overview

Kerala is blessed with abundant rainfall and rich water resources, yet many communities experience water shortages, declining water quality, and increasing pressure on water sources. This session explores the changing water landscape of Kerala, the challenges affecting water security, and why protecting our water resources has become more important than ever.

You will learn

- * Kerala's water resources and current challenges
- * Groundwater and surface water issues
- * Water quality concerns
- * The impact of changing lifestyles and climate
- * Opportunities for sustainable water management



Mr. Praveen K.S.

Deputy Chief Engineer

Kerala Water Authority Govt. of Kerala

The programme provided a strong foundation for the upcoming sessions by creating awareness about Kerala's current water realities and the collective responsibility of individuals, communities, institutions, and policymakers in ensuring sustainable water management. Overall, the first day successfully set the context for the learning week and encouraged participants to recognize the importance of conserving and protecting water resources for present and future generations.

RIVER ECOSYSTEMS & HUMAN IMPACT: A FOCUSED ANALYSIS
SLIDE 2: THE ENCRoACHMENT CHALLENGE

BEFORE: NATURAL SAND RIVER (HEALTHY FUNCTION)
HEALTHY FUNCTION: Sand filters water & maintains flow
NATURAL RIVER CHARACTERISTICS
SAND LAYER: NATURAL FILTER (Illustrative)
DATA: Critical for Community Water (Illustrative)
NATURAL FLOODPLAIN ZONE
FIELD FUNCTION: Crops thrive
GROUNDWATER TABLE: HIGH
WATER QUALITY: EXCELLENT
RECHARGE: STEADY

AFTER: MINED RIVER CHANNEL (DEEP DEGRADATION)
1. SAND MINING
Process: Uncontrolled mechanical or manual removal of sand & gravel
DEGRADED FUNCTION: Sand removed, flow altered
FIELD FUNCTION: Crops wither & die
REDUCED FLOODPLAIN
95% EXCESS FLOW OVER MINED AREAS (Illustrative)
DATA: Sand removal reduces storage by X% (Illustrative)
DEEP CHANNEL: RESULT OF MINING
GROUNDWATER TABLE: LOW (DROPPED)
GROUNDWATER AQUEDUCT: DEPLETED
WATER QUALITY: POOR (Siltation)
RECHARGE: MINIMAL
INTENSIFIED FLOW & Siltation
SEVERELY DEPLETED
Mined River Bank
Build on mined floodplains
KEY CONCLUSION: REDUCING SAND ZONE directly amplifies flood height, speed, and lowers groundwater table
Restore River Bed & Enforce Buffer Zones
FUTURE PATH: Use sustainable sand alternatives & community-scale materials
A new icon of sustainable concrete stand alternatives & community-scale materials

Praveen is presenting, annotating

KERALA: SECTORAL WATER USAGE ANALYSIS

1. DOMESTIC USAGE: HOUSEHOLD & INDIVIDUAL DEMAND
HOUSEHOLD CONSUMPTION (e.g., toilet, urban/rural)
DRINKING WATER SOURCE: Dug Wells & KWA Supply (Census Data)
SEASONAL SCARCITY (Summer drying)
DATA: Domestic Demand (e.g., MCM/day)
DRINK WATER SOURCE: Dug Wells & KWA Supply (Census Data)
MAJOR HOUSEHOLD NEEDS: Drinking, Cooking, Cleaning, Sanitation
UNIQUE PHYSIOGRAPHY: Short, Steep, Fast-flowing Rivers
HIGH RUNOFF to Arabian Sea (derived from IMAGE 3)

2. AGRICULTURAL USAGE: IRRIGATION & FOOD PRODUCTION
IRRIGATION (MAJOR/MINOR)
CROP WISE USAGE (Paddy, Coconut, Spices)
PADDY FIELDS AS NATURAL SPONGES (derived from IMAGE 2)
DATA: Net Irrigated Area (e.g., lakh ha)
GROUND WATER DEPENDENCE FOR IRRIGATION (Census/Census Data)
MAJOR AGRICULTURAL NEEDS: Irrigation, Livestock, Processing
IMAGE 1: LAND USE CHANGE
OVERALL KERALA WATER USAGE (%) (Illustrative)
e.g., Agriculture - 70-80%, Domestic - 15-20%, Industry - 5-10%

3. INDUSTRIAL USAGE: PRODUCTION & PROCESSING
PRODUCTION & COOLING
SECTOR WISE USAGE (e.g., Food, Textiles, Chemical)
DATA: Industrial Demand (e.g., Mm3)
PROCESS WASTEWATER TREATMENT
WASTEWATER TREATMENT
MAJOR INDUSTRIAL NEEDS: Cooling, Processing, Cleaning, Product
DATA: Industrial Demand (e.g., Mm3)
INDUSTRY needs wastewater management
SEASONAL MISALIGNMENT of Rain & Storage
GROUND WATER DEPLETION & QUALITY ISSUES (derived from Images 1, 2, 1.1, 1.3)

SUSTAINABLE WATER MANAGEMENT = KERALA'S FUTURE SECURITY

Praveen is presenting, annotating

THE GLOBAL WATER CYCLE: A HARMONIOUS CYCLE OF LIFE
GLOBAL ATMOSPHERIC CIRCULATION

ADVECTION
CONDENSATION
PRECIPITATION
RAIN
EVAPORATION
OCEAN EVAPORATION
OCEAN CIRCULATION
MARINE BIOSPHERE
DEEP OCEAN CONVEYOR BELT
HUMAN INFLUENCE (urban and agricultural water use)
UNCONFINED AQUIFER
OCEAN
CONFINED AQUIFER
GROUNDWATER DISCHARGE
GROUNDWATER FLOW
PERCOLATION
INFILTRATION
SURFACE RUNOFF
SNOWMELT RUNOFF
SOIL MOISTURE
SUBLIMATION
SNOW
PRECIPITATION HAIL
EVAPOTRANSPIRATION
TRANSPIRATION
EVAPORATION

Praveen is presenting, annotating

SAFE WATER, HEALTHY COMMUNITIES.

The second day of the programme was held on 27 July 2026 with the theme “Safe Water, Healthy Communities.” The online session was facilitated by Mr. Akhilesh Ramesh, Project Manager, WASH Institute. The session focused on understanding the importance of safe drinking water for health and well-being and practical approaches to ensuring water safety from the source to the household level.

The resource person explained important aspects of drinking water safety, household water treatment, and safe storage practices. The session also highlighted the importance of regular water quality monitoring and effective Water Safety Planning to prevent contamination. The role of communities in protecting water sources and maintaining water quality was strongly emphasized.

The session discussed how unsafe water can lead to serious health issues and highlighted the importance of adopting simple and practical measures at the household level to ensure drinking water safety. The discussion also emphasized collective responsibility, encouraging individuals and communities to work together to safeguard drinking water sources and promote hygienic practices.

Furthermore, the session provided an understanding of the limited availability of freshwater for human needs and the importance of responsible water management. Participants gained valuable insights into the connection between water safety and public health, as well as the role of communities in ensuring safe and sustainable water practices.

The session was informative and interactive, with participants gaining valuable knowledge about safe drinking water, water quality monitoring, household water safety, and community participation. The programme concluded successfully at 9:00 PM.



Water Learning Week 2026

Day 2 | Monday | 27 July 2026
Time: 8:00 PM – 9:00 PM

Safe Water, Healthy Communities

Key Question

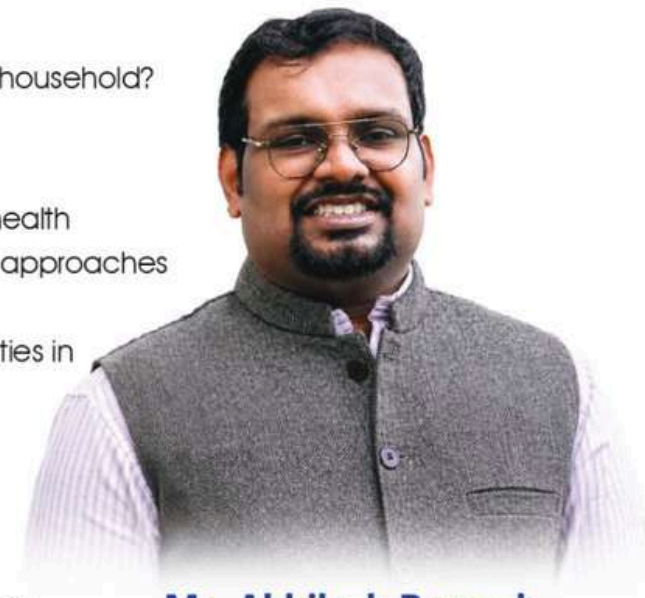
How can we ensure safe drinking water for every household?

Session Overview

Access to safe drinking water is fundamental to health and well-being. This session focuses on practical approaches to ensuring drinking water safety from source to household and highlights the role of communities in protecting water quality.

You will learn

- * Drinking water safety principles
- * Household water treatment and safe storage
- * Water quality monitoring
- * Water Safety Planning
- * Community participation in protecting drinking water



Mr. Akhilesh Ramesh
Project Manager
WASH Institute



Acceptability Aspects



Colour

Taste and Smell

Temperature

27

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Google Meet

Akhlesh Ramesh

A Global Water Crisis

- More than **220 crore** people still lack safely managed drinking water services.
- Up to **70 crore** people could be displaced by water scarcity by 2030.
- At least **17-20 crore** people use drinking water contaminated with faeces.
- Unsafe water, sanitation and hygiene contribute to nearly **14 lakh deaths every year**.

Source: UN water

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Google Meet

Akhlesh Ramesh

സുരക്ഷിത കുടിവെള്ളത്തിന്റെ 5 കവചങ്ങൾ

The Multi-Barrier Approach — Source to Sip

1



Source Protection

ഉറവിട സംരക്ഷണം

2



Sedimentation

മുട്ടി അടിയൽ

3



Filtration

അരിച്ചെടുക്കൽ

4



Disinfection

അയുസ്സാക്കണം

5



Safe Storage

സുരക്ഷിത സംഭരണം

Skip one shield, and the chain breaks — that's why we need all five, not just one.

Water Learning Week 2026 • Safe Water, Healthy Communities

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Google Meet

Akhlesh Ramesh

SANITATION, WASTEWATER AND PROTECTING OUR WATER SOURCES.

The third day of the programme was held on 28 July 2026 with the theme “Sanitation, Wastewater and Protecting Our Water Sources.” The session was facilitated by Mr. Vipin S., Sanitation Expert, Suchitwa Mission. The session focused on the importance of sanitation and wastewater management in protecting water resources and improving public health. It emphasized that poor sanitation and the improper disposal of wastewater are major causes of water pollution and environmental degradation, making sustainable sanitation systems essential for ensuring safe and clean water. Participants gained an understanding of the relationship between sanitation and water quality through discussions on greywater and blackwater management, onsite and offsite sanitation systems, and sustainable

wastewater treatment methods. The resource person explained various sanitation technologies, including septic tanks, twin-pit systems, Faecal Sludge Treatment Plants (FSTPs), decentralized wastewater treatment systems (DEWATS), biodigesters, soak pits, and leach pits. The session also highlighted the importance of proper septic tank design, regular desludging, safe septage disposal, and faecal sludge management in preventing groundwater contamination and protecting the environment.

The discussion further emphasized the need for wastewater reuse, adherence to environmental standards, and innovative sanitation solutions to promote sustainable water management. Participants were introduced to the role of the Kerala State Pollution Control Board (KSPCB) in regulating treated wastewater quality and learned about practical measures for safeguarding groundwater and surface water resources. The interactive session encouraged participants to reflect on the importance of community participation, behavioural change, and responsible sanitation practices in achieving long-term water security. The programme provided participants with practical knowledge on sustainable sanitation systems and wastewater management while strengthening their understanding of the connection between sanitation and environmental protection. Overall, the third day succ-



**Water
Learning Week
2026**

Day 3 | Tuesday | 28 July 2026

Time: 8:00 PM – 9:00 PM

Sanitation, Wastewater and Protecting Our Water Sources

Key Question

How do sanitation and wastewater affect our water sources?

Session Overview

Poor sanitation and untreated wastewater are among the major causes of water pollution. This session explores how effective sanitation and wastewater management contribute to healthier communities and cleaner water resources



Mr. Vipin S

Sanitation Expert Suchitwa mission

You will learn

- * The connection between sanitation and water quality
- * Wastewater and greywater management
- * Septage and faecal sludge management
- * Protecting groundwater and surface water
- * Sustainable sanitation solutions



essfully highlighted the importance of integrating effective sanitation practices with water resource conservation and inspired participants to adopt responsible actions for protecting water sources and promoting healthier communities.

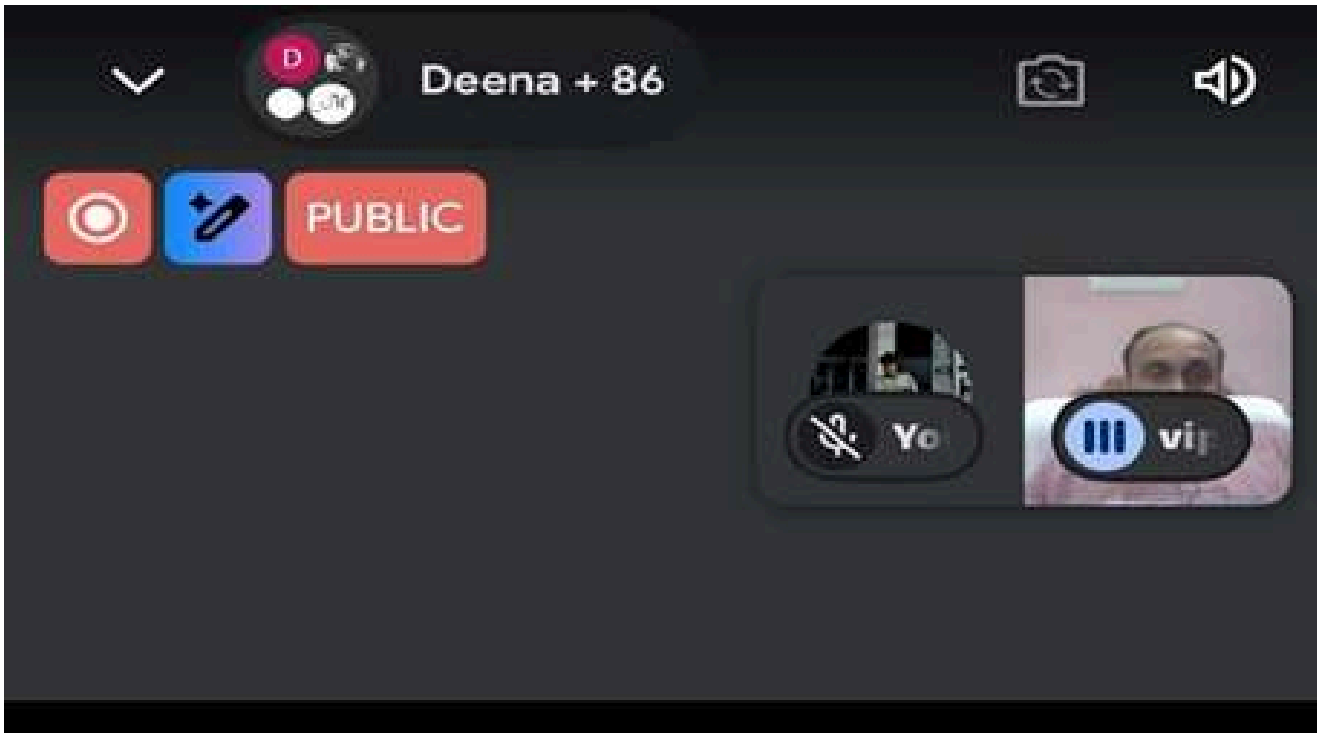
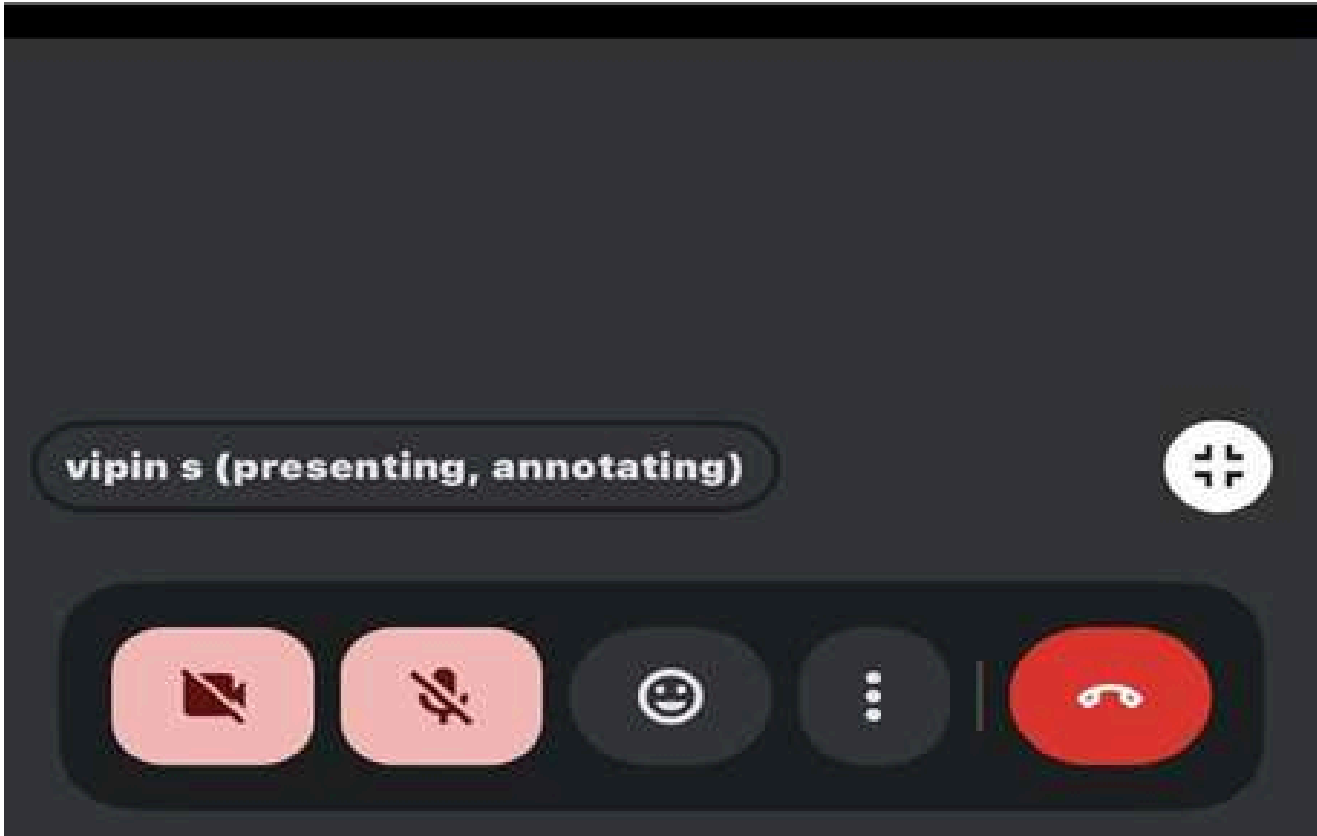


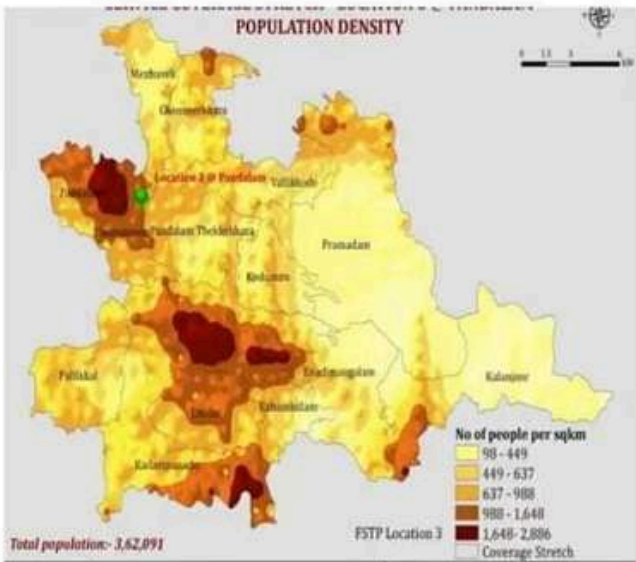
TABLE 5 RECOMMENDED SIZES OF SEPTIC TANK FOR 20 USERS

No. of Users	LENGTH	BREADTH	LIQUID DEPTH (CLEANING INTERVAL OF)	
			1 Year	2 Year
(1)	(2)	(3)	(4)	(5)
	m	m	m	m
5	1.5	0.75	1.0	1.05
10	2.0	0.90	1.0	1.40
15	2.0	0.90	1.3	2.00
20	2.3	1.10	1.3	1.80

- For **sedimentation**, the surface area of the tank required will be 0.92 m² for every 10 litres per minute of peak flow rate at a temperature of 25 °C.
- The capacity required for **sludge digestion** is 0.033 m³/capita at 25 °C



Used Water Management Strategy



Sanitation systems

1. Off-site sanitation systems

a. Sewered

b. FSTPs

2. Onsite Sanitation Systems

o Black water- twin pit, septic tank, biodigester, packaged STPs etc

*Single pits are insanitary

o Grey water- soak pit, leach pit, magic pits, DEWATS etc

WATER IS SOCIAL: BEHAVIOUR, GENDER AND COMMUNITY PARTICIPATION.

The fourth day of the programme was held on 29 July 2026 with the theme “Water is Social: Behaviour, Gender and Community Participation.” The online session was facilitated by Dr. Baiju P Vareed, Associate Professor and Director, School of Social Work, MacEwan University, Canada. The session focused on understanding why people and behaviour are at the heart of water security and how social factors influence effective water management.

The session highlighted that water security depends not only on infrastructure but also on people’s behaviour, social institutions, and community participation. The discussion explored the importance of behaviour change and inclusive participation in improving water management and ensuring sustainable water security, gender and water, community participation, social institutions and water governance, and creating lasting change. The session emphasized the importance of understanding the social dimensions of water management and ensuring that different sections of the community are meaningfully involved.

Furthermore, the session highlighted the role of gender and community participation in water-related activities and the importance of strengthening social institutions and inclusive decision-making for better water governance. Active participation from communities was presented as an important factor in creating lasting and sustainable change.

The session was informative and interactive, providing participants with valuable insights into the relationship between water, behaviour, gender, social institutions, and community participation. The programme concluded successfully at 9:00PM.



Water Learning Week 2026

Day 4 | Wednesday | 29 July 2026

Time: 8:00 PM – 9:00 PM

Water is Social: Behaviour, Gender and Community Participation

Key Question

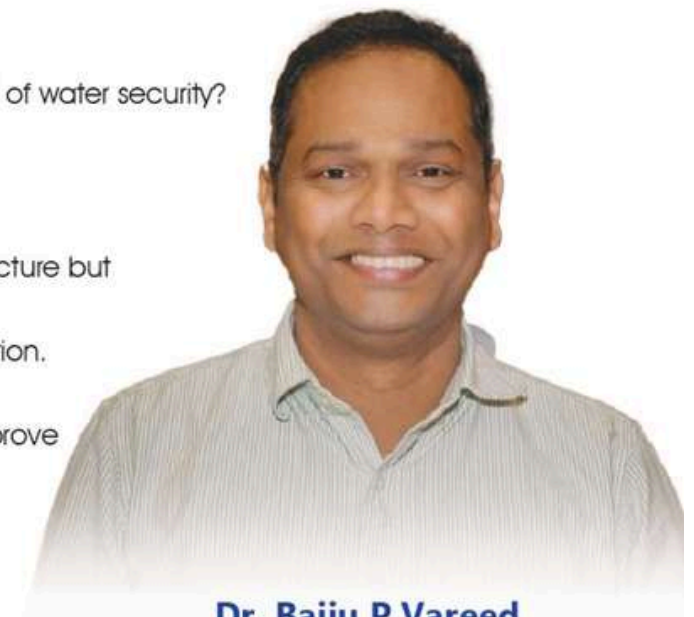
Why are people and behaviour at the heart of water security?

Session Overview

Water security depends not only on infrastructure but also on people’s behaviour, social institutions, and community participation. This session explores how behaviour change and inclusive participation can improve water management.

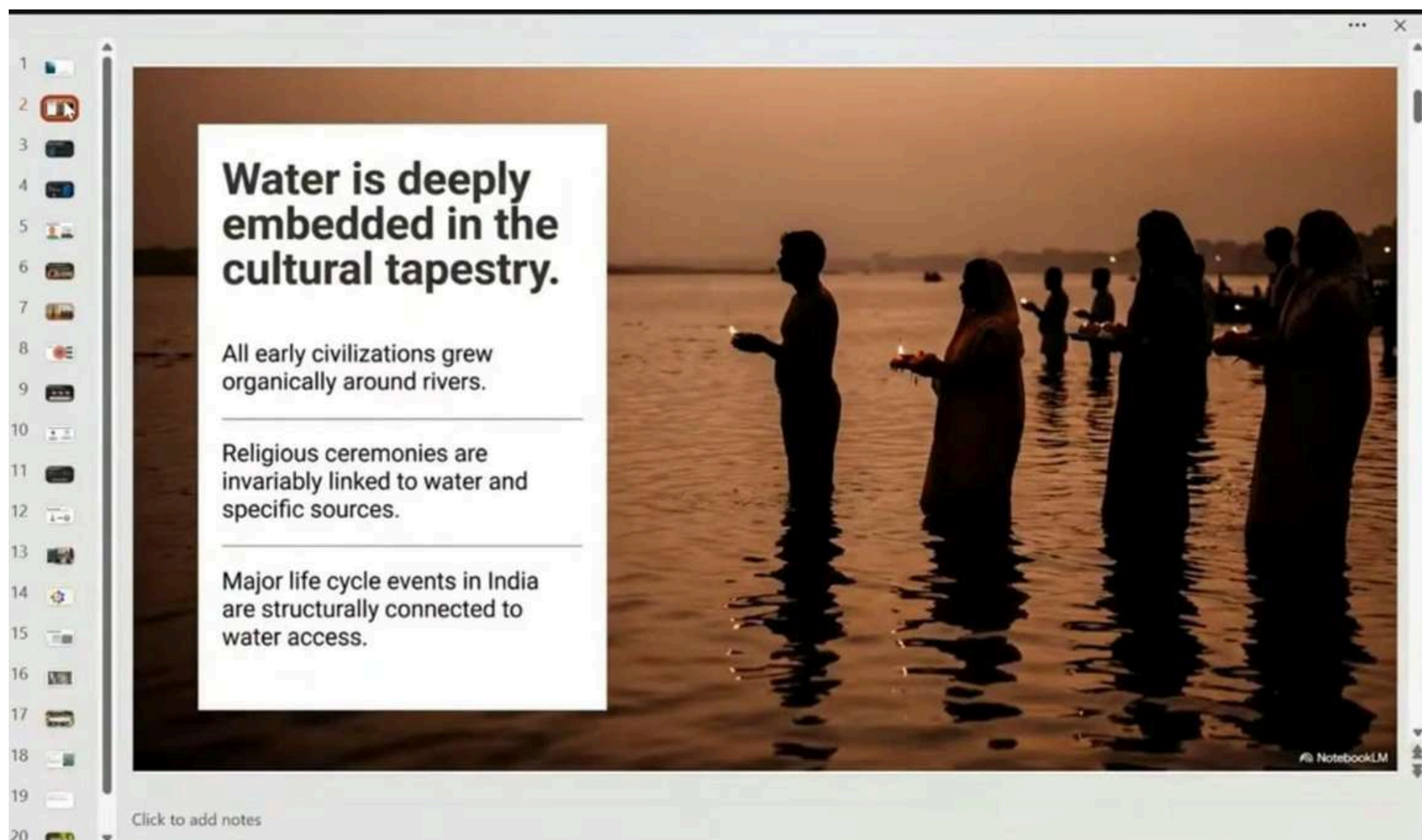
You will learn

- * Behaviour change for water security
- * Gender and water
- * Community participation
- * Social institutions and water governance
- * Creating lasting change



Dr. Baiju P Vareed
Associate Professor
Director, School of Social Work
MacEwan University, Canada





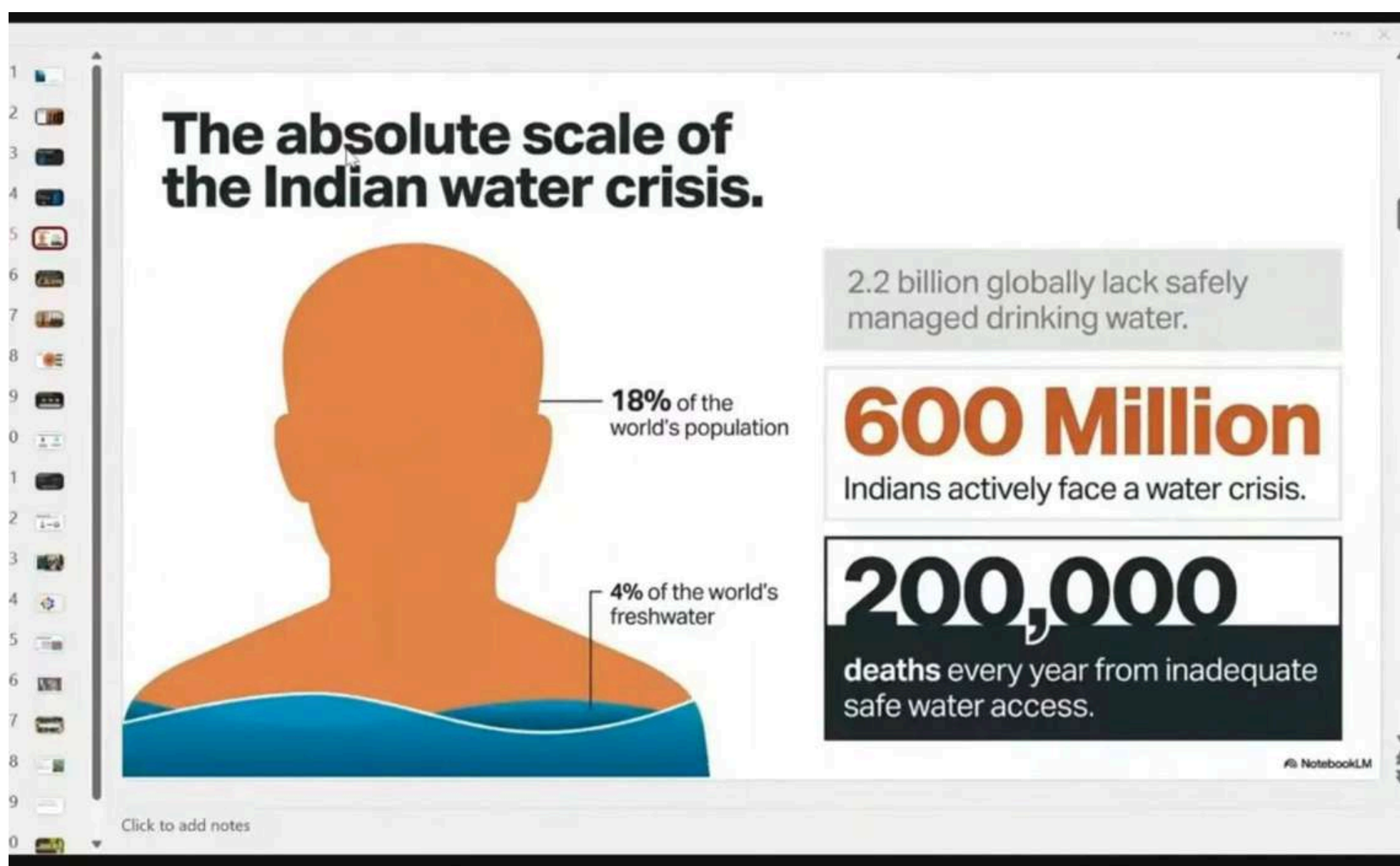
Water is deeply embedded in the cultural tapestry.

All early civilizations grew organically around rivers.

Religious ceremonies are invariably linked to water and specific sources.

Major life cycle events in India are structurally connected to water access.

Click to add notes



The absolute scale of the Indian water crisis.

18% of the world's population

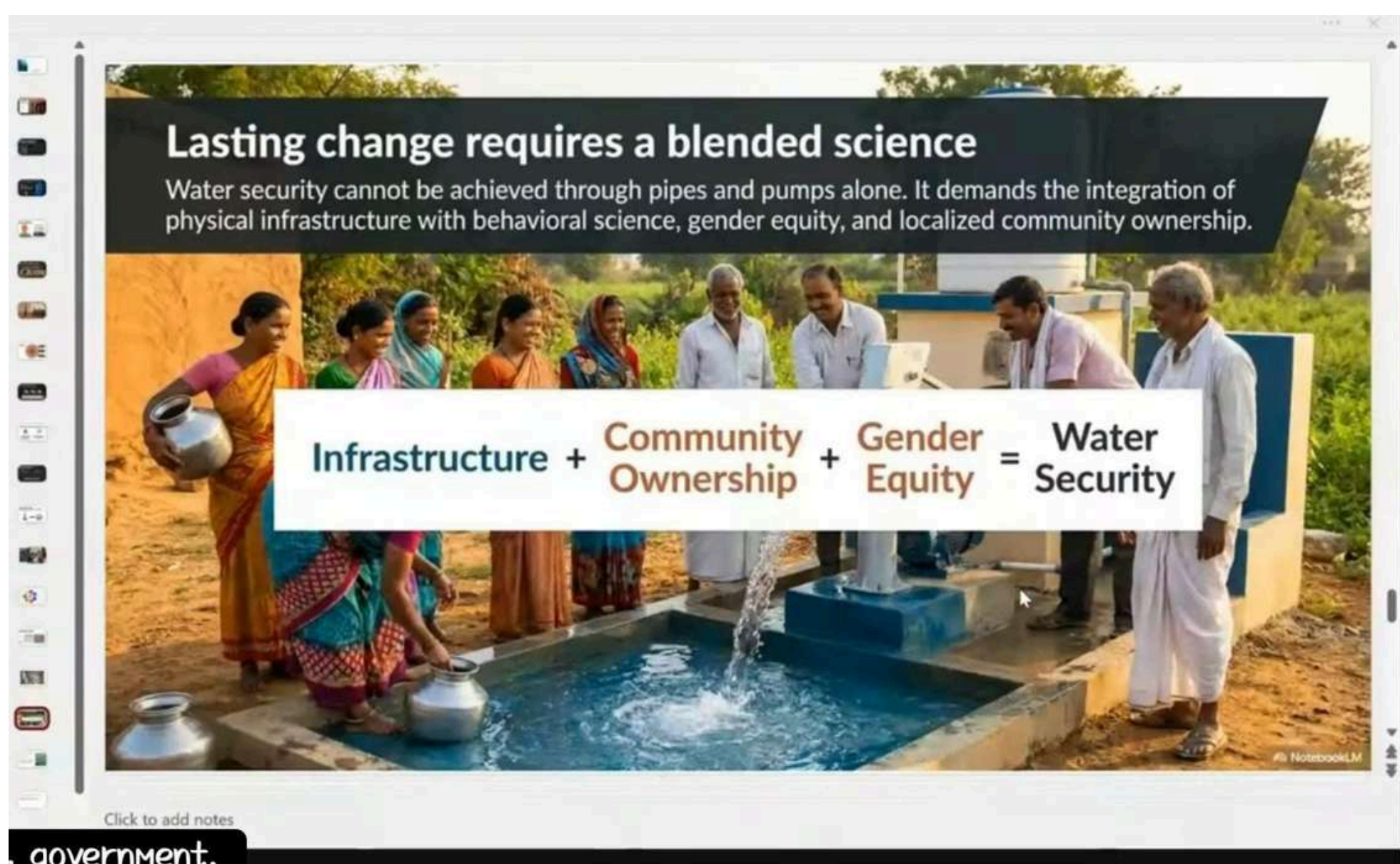
4% of the world's freshwater

2.2 billion globally lack safely managed drinking water.

600 Million
Indians actively face a water crisis.

200,000
deaths every year from inadequate safe water access.

Click to add notes



Lasting change requires a blended science

Water security cannot be achieved through pipes and pumps alone. It demands the integration of physical infrastructure with behavioral science, gender equity, and localized community ownership.

Infrastructure + Community Ownership + Gender Equity = Water Security

Click to add notes

government.

WATER AND CLIMATE RESILIENCE.

The fifth day of the programme was held on 30 July 2026 with the theme “Water and Climate Resilience.” The online session was facilitated by Ms. Anju Varghese and Ms. Jane Thomas, Technical Leads – WASH, BORDA South Asia. The session focused on Understanding the relationship between climate change and water resources, and how Communities can become resilient to climate-related disasters. The resource persons explained important climate-related concepts in the context of WASH (Water, Sanitation, and Hygiene).

They discussed the increasing occurrence of floods, Droughts, heatwaves, and landslides due to climate change, using real-life examples such as The Wayanad landslide, Gujarat floods, and water scarcity in Chintamani, Karnataka, to Illustrate the impact of climate hazards on communities.

The session introduced the BORDA-FISH initiative, which promotes climate-sensitive and Inclusive WASH systems for small towns through collaboration between local communities, Government institutions, and partner organizations. The speakers emphasized the Importance of identifying vulnerable populations, including women, children, elderly People, persons with disabilities, migrant workers, and economically disadvantaged Communities.

Furthermore, the resource persons differentiated between climate mitigation and climate Adaptation. Mitigation strategies discussed included reducing greenhouse gas emissions Through energy-efficient WASH systems, waste segregation, recycling, composting, and Nature-based solutions. Adaptation strategies focused on developing flood-resilient and Water-efficient systems, strengthening infrastructure, and ensuring emergency WASH Services.

The session concluded with an explanation of the Inclusive Climate Sensitive WASH (ICSWASH) Framework and its methodology, which incorporates stakeholder engagement, Hazard mapping, vulnerability assessment, capacity assessment, action planning, Implement-



**Water
Learning Week
2026**

Day 5 | Thursday | 30 July 2026

Time: 8:00 PM – 9:00 PM

Water and Climate Resilience

Key Question

How can communities adapt to floods, droughts and climate change?



Anju Varghese

Technical Lead - WASH
BERMAN OVERSEAS RESEARCH AND
DEVELOPMENT ASSOCIATION SOUTH ASIA



Jane Thomas

Technical Lead - WASH
BERMAN OVERSEAS RESEARCH AND
DEVELOPMENT ASSOCIATION SOUTH ASIA

Session Overview

Climate change is reshaping water availability and increasing the frequency of floods, droughts, and extreme weather events. This session discusses practical strategies for building climate-resilient communities through better water management.

You will learn

- * Climate change and water security
- * Flood and drought resilience
- * Nature-based solutions
- * Community adaptation strategies
- * Building resilient water systems



ation, monitoring, and evaluation to build climate-resilient communities. The session was highly informative and interactive, with participants actively engaging in The discussion and gaining valuable knowledge about sustainable water management, Climate resilience, and the role of WASH in protecting communities from climate-related Risks. The programme concluded successfully at 9:00 PM

Understanding Climate Hazards

Meteorological Weather related hazard	Hydrogeological Water related hazard	Geological Hazard linked to ground movement	Environmental Hazard linked to environmental factors
- Thermal Stress - Cyclone - Sea level changes	- Flood - Drought	- Land Slide - Land subsidence	- Air quality degradation - Water Quality Degradation - Vegetation change

Source: WRI, HRVA Tool

Chance of heatwaves in India rising with climate change

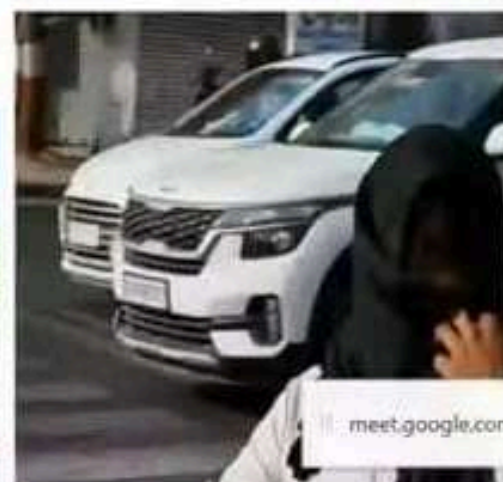
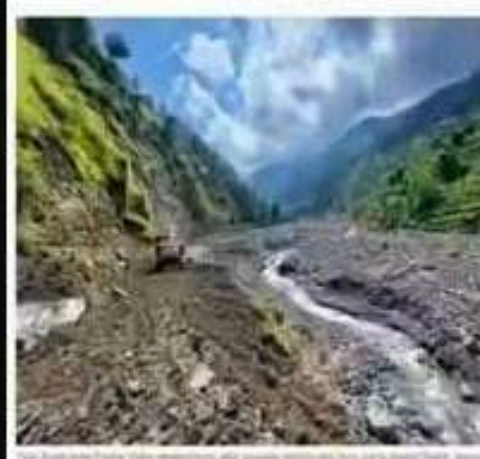
Not only are these extreme events increasing in frequency, they are lasting longer and becoming hotter, too.

Gujarat floods: 35 dead, 140 dams and 24 rivers overflowing, water-logging, search and rescue efforts | 10 points

Gujarat floods: Several rivers and reservoirs in Gujarat are overflowing due to the torrential rains in the state. Rajkot, Anand, Mahisagar, Kheda, Ahmedabad, Morbi, Junagadh and Bharuch are the worst-hit districts.

'Climate change killed my family': Unus monsoon hammers India's Himachal

Record-breaking torrential rain leaves a trail of unprecedented devastation in northern India's Himachal Pradesh state.



Wayanad landslide due to intensified rainfall triggered by human-induced climate change, says study. Main Findings here



Human-induced climate change intensified rainfall by 10 % triggering Wayanad landslide: Study (AFP)

WATER AND CLIMATE RESILIENCE.

The sixth day of the programme was held on 31 July 2026 with the theme “Water and the Economy: The Value of Every Drop.” The online session was facilitated by Dr. Kochurani Joseph, Writer, Author, and Former Head of the Department of Economics at Bharata Matha College, Thrikkakara. Over 70 participants attended the interactive session. The talk Focused on examining the economic importance of water and highlighting why investing in Water security is essential for sustainable development. The session began by introducing foundational principles of economics and resource management. Dr. Kochurani explained that the word economics originates from the Greek Term oikonomia, meaning household management. In this context, water management

Requires strategic utilization and conservation of both human and material resources to achieve maximum efficiency without depletion. The resource person elaborated on treating Water as an economic good rather than merely a free good, noting that water’s increasing scarcity and utility demand deliberate economic choices, equitable distribution, and strategic investment. Key highlights of the discussion included the art of managing water resources as wealth Through building, preserving, multiplying, managing, and transferring water resources Sustainably to future generations. Participants gained insight into how water directly Powers households, agriculture, industrial development, and energy production, while Indirectly providing crucial ecosystem services like water purification and flood mitigation. Furthermore, the lecture linked water availability directly to human development metrics, Including the Human Development Index (HDI) and the Physical Quality of Life Index (PQLI).

The speaker emphasized that both physical availability (volume) and chemical purity Dictate production costs, public health outcomes, and regional growth potential. The Webinar was highly interactive, with participants actively engaging in discussions regarding Sustainable development, smart policy design, and market mechanisms. The session Concluded on an inspiring note with W. H. Auden’s famous quote: “Thousands have lived w-



Water Learning Week 2026

Day 6 | Friday | 31 July 2026
Time: 8:00 PM – 9:00 PM

**Water and the Economy:
The Value of Every Drop**

Key Question

What is the economic value of water, and what is the cost of wasting or polluting it?

Session Overview

Water supports households, agriculture, industries ecosystems, and economic growth. This session examines the economic importance of water and why investing in water security is essential for sustainable development.

You will learn

- * Water and economic development
- * The cost of water pollution
- * Efficient water use
- * Valuing ecosystem services
- * Investing in a water-secure future

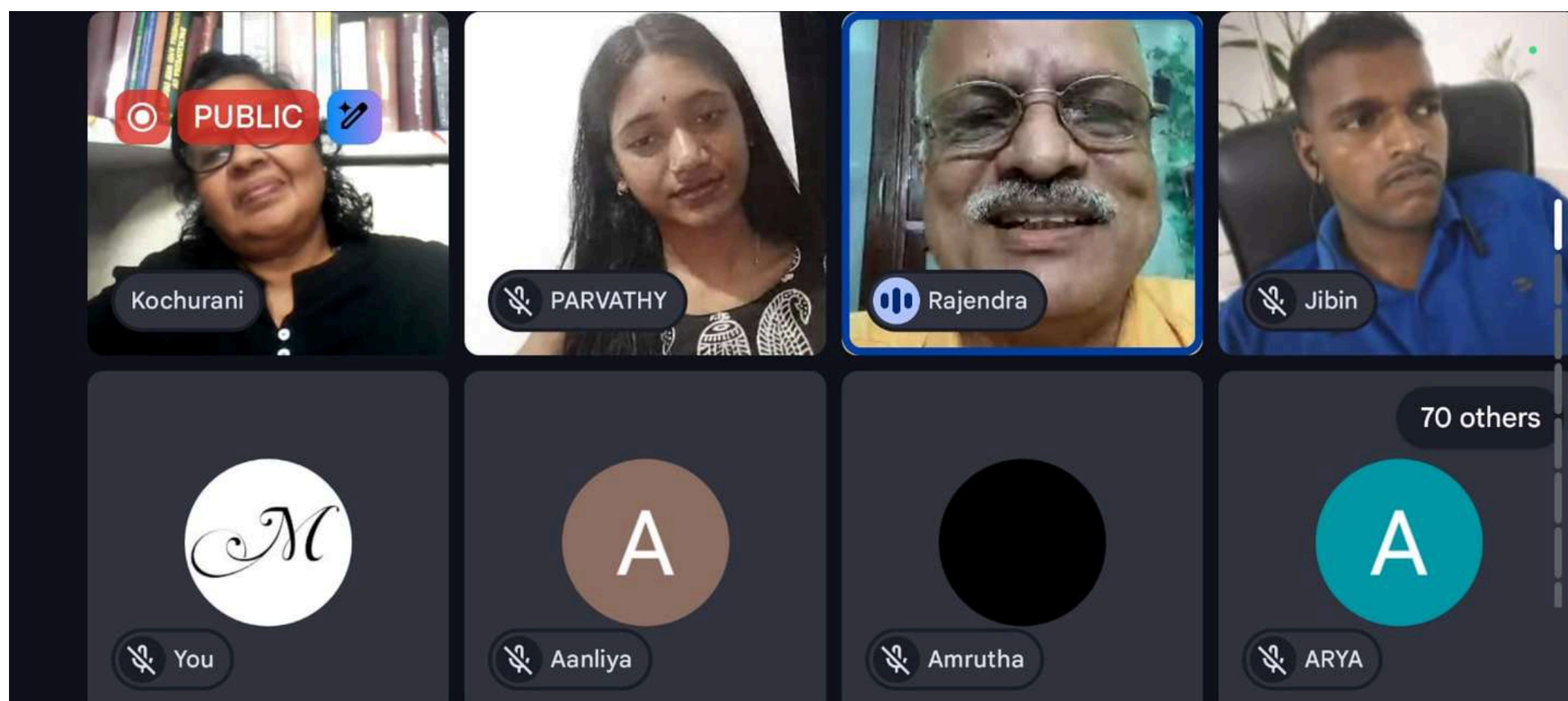
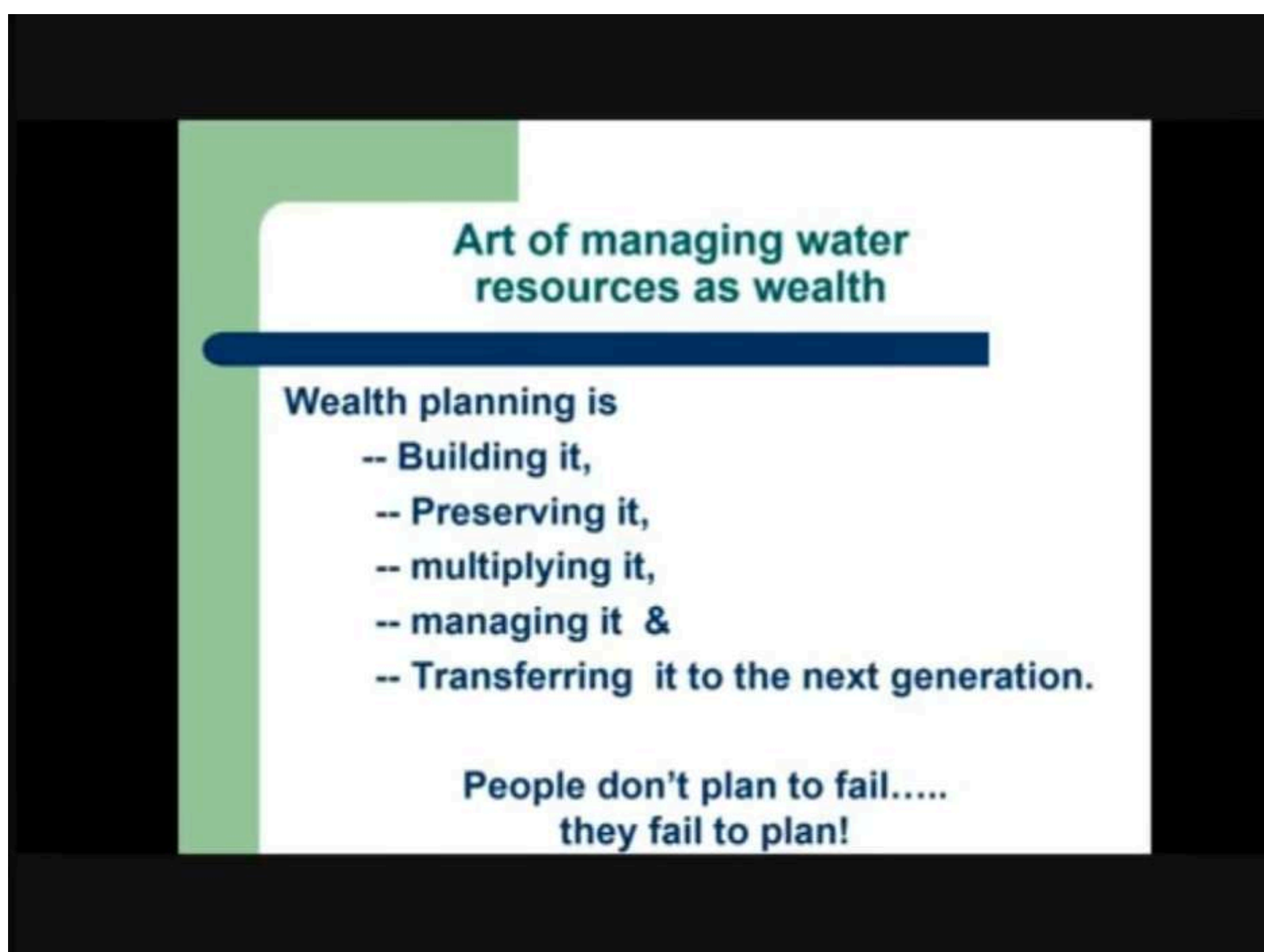
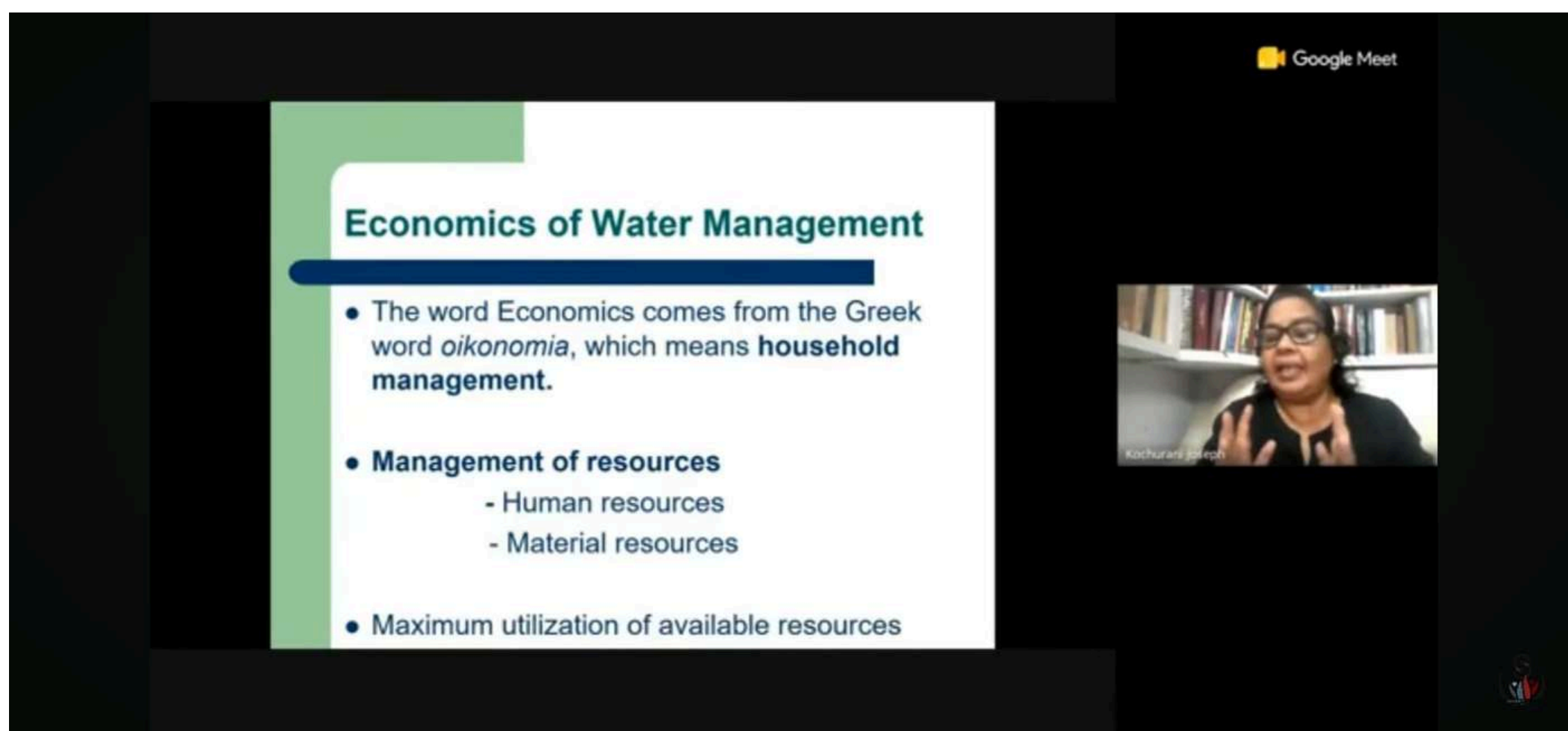


Dr. Kochurani Joseph

Writer and Author
Former Head Department of Economics
Bharata Matha College, Thrikkakara



ithoutlove, not one without water.” The programme successfully wrapped up at 9:00 PM



FROM KNOWLEDGE TO ACTION: BECOMING A WATER LEADER.

The seventh and concluding day of the programme was held on 1 August 2026 with the theme “From Knowledge to Action: Becoming a Water Leader.”

The session featured an engaging panel discussion moderated by Mr. Dalian Dias, Managing Trustee, SMART India Foundation. The panel included Mr. Akhilesh Ramesh, Project Manager, WASH Institute; Dr. Sremichan Joseph, Assistant Professor, Department of Social Work, Nirmala College, Muvattupuzha; and Mr. Hariprasad V. M., Research Scholar, IIT Bombay. The concluding remarks were delivered by Mr. Akhilesh Ramesh, Project Manager WASH Institute. The discussion focused on how individuals can become water champions in their families, workplaces, and communities by translating knowledge into meaningful action. The panel emphasized that water conservation begins with simple daily practices such as preventing water wastage, using water efficiently, protecting local water bodies, and encouraging responsible water use. The speakers highlighted the importance of community leadership, youth engagement, and citizen participation in ensuring water security. They encouraged participants to organize awareness programmes, support local conservation initiatives, promote rainwater harvesting, and inspire others to adopt sustainable water practices. The session also stressed the need to build a culture of water stewardship through collaboration between individuals, institutions, and communities.

An interactive Question and Answer session enabled participants to clarify their doubts and share ideas on addressing local water challenges. The programme concluded with a call to continue the Jalaraksha movement by transforming awareness into action and becoming responsible water leaders who contribute to a sustainable and water-secure future. The programme concluded successfully at 9:00 PM



Water Learning Week 2026

Day 7 | Saturday | 1 August 2026
Time: 8:00 PM – 9:00 PM

From Knowledge to Action: Becoming a Water Leader Panel Discussion

Key Question
What can I do to become a water champion in my family, workplace and community?

Moderator
Mr. Dalian Dias: Managing Trustee, SMART India Foundation

Panelist:

- Mr. Akhilesh Ramesh**
Project Manager, WASH Institute
- Dr. Sremichan Joseph**
Asst. Professor
Department of Social Work
Nirmala College (Autonomous)
Muvattupuzha
- Mr. Hariprasad V M**
Research Scholar, IIT Bombay





Concluding Remarks :
Dr. Xavier Vinayaraj - Joint Managing Trustee, SMART India Foundation

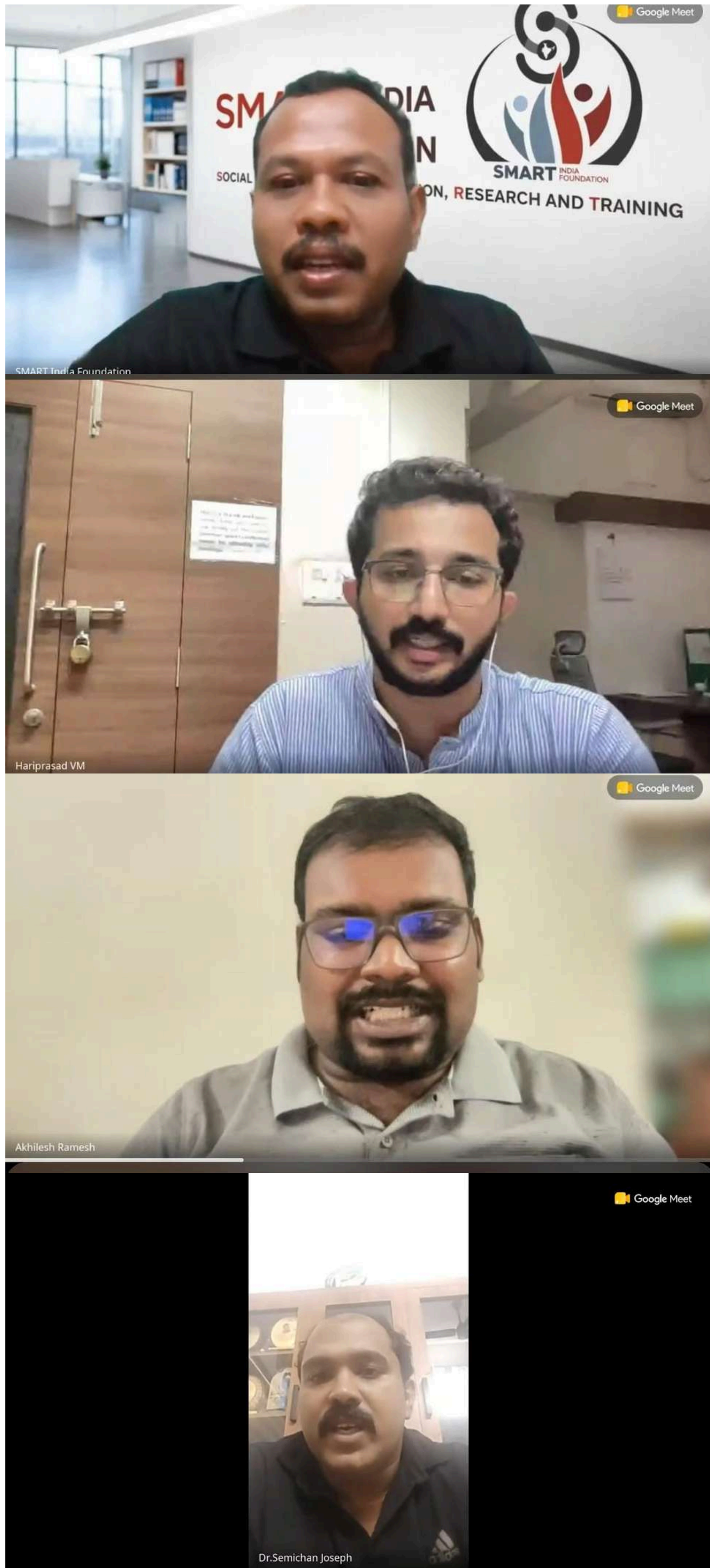
Session Overview
The concluding session brings together experts to discuss how individuals and communities can translate knowledge into action. Participants will gain practical ideas for promoting water conservation, influencing behaviour, and leading local initiatives.

Discussion Topics

- * Everyday actions that protect water
- * Community leadership for water security
- * Youth engagement and citizen participation
- * Building a culture of water stewardship
- * Taking the Jalaraksha movement forward

Interactive Panel Discussion & Live Q&A

ithoutlove, not one without water.” The programme successfully wrapped up at 9:00 PM





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DISCLAIMER

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SMART INDIA FOUNDATION

Social Work Movement for Action, Research and Training

WE ARE *Unveiling* OUR **NEW LOGO**

New Vision | Same Commitment | Greater Impact



COMING SOON
Stay Tuned!



A NEW IDENTITY.
A STRONGER JOURNEY AHEAD.

*Thank you for being part of our journey.
The best is yet to come!*