



PDEU PANDIT DEENDAYAL ENERGY UNIVERSITY

UGC RECOGNIZED Formerly Pandit Deendayal Petroleum University (PDPU)

SLS
SCHOOL OF LIBERAL STUDIES

Towards Responsible Education

Rural Internship



PDEU PANDIT DEENDAYAL ENERGY UNIVERSITY

UGC RECOGNIZED Formerly Pandit Deendayal Petroleum University (PDPU)

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To Lead India, You Need To Feel India



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Rural Internship

***To Lead India,
You Need To Feel India***

Authored by

✦ Dr. Neeta Khurana

✦ Lt. Khushali Purohit



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Pandit Deendayal Energy University has evolved as a leader in the fields of Engineering, Management and Humanities since its inception in 2007. PDEU is always advancing to update and create world standard curriculum and programs which are directed at making future leaders and thinkers. Our unique blend of education and research has led to embedding intelligence in, and empowering our students to become solution creators, innovative thinkers and most importantly empathetic citizens.

Since 2009, 21 days residential Rural Internship Programme of School of Liberal Studies at PDEU has been espousing the mandate of what the NEP 2020 entails. Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions. Through this internship Students are sensitized towards society and it inculcates a semblance of importance of human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It also includes detailed knowledge of various cultures, religions, languages, gender identities, etc. thereby sensitizing and developing respect for diversity.

The philosophy of 'Integral Humanism' and the concept of 'Antyodaya' propounded by Pandit Deendayal Upadhyaya have been the guiding principles of the Rural Internship. Rural Internship (Hybrid) was unique as students of SLS of Batch 2020 and 2021 wanted to have a physical experience. The three phased internship provided a physical stay with the NGOs in rural India, an intense 5 day workshop on impact assessments, geo spatial learning, written and visual documentation, and communication finally concluding with local NGOs Interaction. Students aligned with SDGs and campaigns like no plastic, save the environment, Atma Nirbhar Bharat etc during the internship.

Public service is fundamental to the PDEU experience, and every student is given opportunity to find ways to incorporate a spirit of service into their lives. I take this opportunity to acknowledge the contribution of the Rural Internship Coordinators Dr. Neeta Khurana and Lt. Khushali Purohit for working hard for making the Rural Internship (Hybrid) a grand success under the able leadership of Dr. Nigam Dave, Director SLS.

I compliment the team for their hard work and innovative thinking to help SLS students embark on a journey of intellectual transformation towards becoming sensitive and responsible thinkers and providing them with a meaningful internship experience even during the challenging times of pandemic.

Prof. S Sundar Manoharan
Director General
Pandit Deendayal Energy University, Gandhinagar



Dr. T. P. SINGH
Director (academic Affairs)
Pandit Deendayal Energy University

The Covid-19 pandemic has forced educators and students to reimagine every facet of learning in the past two years. One silver lining of the pandemic was it forced us to upgrade the technology and learn to use it effectively. Gradually life is coming to a new normal with vaccine drives keeping the infection at bay. When all this is over, earth will continue to spin and life will flow again.

The goal of an internship is to expose the students to the social and economic realities of rural lives and sensitize them to the vulnerabilities of rural India. Internships play a crucial role in shaping one's career giving experiential learning of the grassroots problems, understanding and experiencing the inherent generosity of the rural people.

The Rural Internship of SLS gives the students the experience of living together as a group in rural areas with just basic amenities and doing work that would be useful to the local population. This experience leaves a deep impression on the minds of the students. An internship can also help the students to develop an understanding of the workplace and an awareness of their own skills and abilities.

I congratulate Dr.Nigam Dave, Director (SLS) for planning the rural internship for SLS students during this difficult period of the pandemic. Without his efforts, the students would not have benefitted from these incredible learning opportunities.

I would also like to extend my deep sense of appreciation to the Coordinators of Rural Internship (RI) - Dr.Neeta Khurana and Lt.Khushali Purohit and Team RISLS, who have provided a door of opportunities to the students by coordinating the internship meticulously and taking care of all the nitty-gritty of the Rural Internship 2021.

Dr. T. P. SINGH
Director (ACADEMIC AFFAIRS)



Mr. Ankur Pandya
CHRO
Pandit Deendayal Energy University

“Rural Internship is one of the most important events and a step in the right direction for every student.

It, in a short span of time brings a unique awareness, empathy and understanding in the mind of each student with regards to what INDIA, the great country they live in actually is all about and what is expected of them to be responsible adults and citizens.It also creates a sense of independence and fulfilment in them which is very important to motivate them to contribute to the greater societal good.

I particularly admire the idea and the people behind the Rural Internship and hope that it continues to help create not just good citizens but also better human beings.”

“I personally congratulate Team SLS at PDEU, Dr. Neeta Khurana & Lt Khushali Purohit for conducting the 2020-21 RI so successfully despite the mountainous odds that each of them faced.”

Mr. Ankur Pandya
CHRO



Prof. (Dr.) Nigam Dave
Director, School of Liberal Studies
Pandit Deendayal Energy University

“A tiny butterfly flipping its wings can generate tornado”. We, in India, have always believed in the community living. An individual and a community are two sides of the same coin. I am glad that even phase of impending covid could not weaken the resolve and spirit of the RI team and we could host hybrid internship and could send almost all to the villages for community sensitisation. I am sure the group would have come back wiser and would have gained humility.

My compliments to both Dr Neeta Khurana and Capt. Khushali Purohit for this success.

Prof. (Dr.) Nigam Dave
Director
School of Liberal Studies
Pandit Deendayal Energy University



Dr. Ritu Sharma
Dean, School of Liberal Studies
Pandit Deendayal Energy University

To fill the gap between what the world of work wants and what candidates have, it's essential to have a more open learning system and facilitate exploring minds. SLS graduates are notable for their openness to different perspectives. The rural India exposure program is a unique Initiative by SLS team and is designed in such a way that every student gets exposure to different aspects of rural India which in turn enhances their community understanding. We are aware that some of the most stimulating and innovative human knowledge progress demands interdisciplinary understanding, which is the essence of what liberal studies is. I thank the coordinators for keeping the rigor real and close to the community so that it ensures a definite transformation in the student after completion of the internship. It is in every way, a personality transformation drill. SLS firmly believes this pragmatic approach will drive us forward while highlighting the need to redesign education to build a New India.

Dr. Ritu Sharma
Dean, School of Liberal Studies, PDEU



Dr. Neeta Khurana **Lt. Khushali Purohit**

Rural Internship is a flagship program of School of Liberal Studies (SLS), PDEU (formally PDPU) which is offered to its first year students since 2009. The program is unique as it gives an immersive field exposure and experience of realities of Rural India to the students who stay with the NGOs for 21 days in the villages across Gujarat State. The objective of the Rural Internship has always been to sensitize students with the grassroots realities of India, inculcate qualities of team work, discipline, leadership, empathy, self-awareness, sensitivity towards environment, managing group dynamics, co-existence, respect to protocol and systems, innovative thinking, crisis management and most importantly a sense of gratitude towards nature, family, community and relationship.

Since the inception of SLS, more than 5000 students of humanities and engineering including international students have benefited. SLS students have a rigorous three week stay with the designated NGOs in rural area. We have worked with 10 NGOs within Gujarat for humanities, for students of engineering more than 200 NGOs have collaborated with us across the country.

This year due to pandemic, we had a hybrid model wherein students went for a week in rural area and rest of the internship devoted to campus trainings and workshops along with field visits to the local NGOs. From the moment of designing, planning, getting approvals from the University and parent's consent, Inaugural Ceremony on December 17th 2021 to declaring the Internship as closed on 10th January 2022, and completing the post internship tasks of gratitude to partner NGOs, to designing, compiling and completing the report it has been an exhilarating experience. Working with the grassroots and giving a glimpse of it to the youth is rewarding and humbling for us as coordinators. Our Student Intern team is our biggest support on field and an understanding and encouraging administration is the wind below our wings. Nothing is possible without the rock solid support of our Director Prof (Dr) Nigam Dave, Dean Dr Ritu Sharma and colleagues at SLS. We stand indebted. All the feedback and love received from the students during and post internship will always remain with us as fond memories and encourage us to strive for more.

SLS, PDEU is committed towards Pandit Deendayal Upadhyay's ideology of 'Antyodaya' which means "rise of the last person" and that of "Integral Humanism" which "Mainstreamed the poorest of the poor". The students are taught to be sensitive towards these concepts and follow the mantra given by Mahatma Gandhi, "To lead India, We need to feel India". We feel blessed to be an instrument in facilitating this awareness to our students and are grateful to all who contributed to making it a success.

Regards,

Dr. Neeta Khurana

Lt. Khushali Purohit

Team Rural Internship, PDEU





Acknowledgment

Most importantly, Office of RI owes a great thank you to the 5 NGOs and their management which partnered with us and provided our students an invaluable and utterly necessary on-field exposure successfully during the times of COVID 19.

Office of Rural Internship at SLS, extends its gratitude to a host of people without whom it would have been difficult to execute this mammoth Rural Internship [Hybrid] 2020 programme during the challenges thrown by COVID-19 pandemic. The Coordinators Dr. Neeta Khurana and Lt Khushali Purohit are especially grateful for the trust and confidence showed in them. First of all to the leader and guide of RI team, Dr. (Prof.) Nigam Dave, Director, SLS, PDEU and further to Prof. S. Sundar Manoharan-Director General, PDEU, Prof. Tarun Shah-Registrar, Dr. Palak Seth, Prof. T. P. Singh-Director Academic Affairs, Dean SLS Dr. Ritu Sharma, Director Research Anirbid Sircar, Director SOT Sunil Khanna, CFO Abhinav Kapadia, CHRO Ankur Pandya, Mr. Deven Prajapati and Amenities Team Mr. Ashutosh Vyas, Mr. Vipul Parekh, Accounts, Mr. Jayesh Patel, Mr. Jaydev Gohil, Mr. Bhashin, Jaiswal Group, Yogi Transports Mr. Pinakin , JMD Hostel team. The team recognizes the pivotal role of the management and staff of Pandit Deendayal Energy University in making the Rural Internship a success and is highly grateful for the same. A special thank you to Prof. Pradeep Mallik, Dr. Harmik Vaishnav, Dr. Sitakantha Mishra, Dr. Urmi Satyan, and Dr. Ram Reddy for accompanying students to drop them at their designated NGOs.

The Team is grateful to Director SLS Nigam Dave, Registrar Tarun Shah, Director Research Anirbid Sircar, CHRO Ankur Pandya and Dean SLS Dr. Ritu Sharma for their surprise field visits to the NGOs where students were staying. Your visits contributed towards the happiness of the students and the NGO Administrators.

Thank you to Kiran Sir of Lokniketan Trust Ratanpur, Lokniketan Trust Virampur and Lokniketan Trust, Sembalpani and the team of Dilip Purohitji, Mahendra Bhai and their local team. Thank you to Has Mukh Dada of Samvedana Trust, Dholi Bhakhri, Ms. Shilpa Vaishnav and her team and Bhalchandra bhai of Sarjan Foundation,



Rampura Vadla, Bhupendra Prajapati and team for the stupendous support in execution of the Rural Internship NGO Stay.

For the on campus workshops and visual documentation of the internship the team is grateful to Ms. Namita Shah of Dalga Communications and her team of experts for their support and timely execution of meaningful workshops and all given tasks.

Scores of other people have contributed in making this internship programme a success, which includes Student Volunteers Jigar Sarang, Palak Rajput, Muskan Sharma, Varun Yadav, Bhavya Vishrolia, Bhavik Vashisth, Chirasvi Desai, Aman Badlani, Samyak Shah, Shaloom Niyomuvunyi, Priyansh Thakkar, Prushti Mistry, Nihar Jain, Hardik Bhatnagar, Sonam Wangmo, Wangmo Tamang, Sejal Singh, Aashka Bhatt. This project would not have been doable without the kind support and help of all the above mentioned people. We once more express thanks to them all for their vital and valuable support.

For Online Local NGO Interaction, the team is extremely grateful to Environment Sanitation Institute (ESI), Jeevan Tirth, Serenity Library, GEER Foundation and Akshaya Patra, Bhadaj for their willingness to help and accommodate despite last minute shift to online mode.





Inaugural Ceremony Of Rural Internship Hybrid 2021-22

17th December 2021

Man speaking at the microphone



Pandit Deendayal Energy University

Pandit Deendayal Energy University was established in 2007 by the Gujarat State Legislature Act. PDEU started with a 52 acres campus in Gandhinagar and has expanded to around 100 acres of land. Pandit Deendayal Energy University addresses the need for trained and specialized human resource for Oil & Gas Industry worldwide.

PDEU has a NAAC accreditation with "A" grade & CGPA of 3.39 out of 4.00.

It intends to expand the opportunities for students and professionals to develop intellectual knowledge base with leadership skills to compete in the global arena. This objective is being addressed through a number of specialized and well-planned undergraduate, postgraduate, doctoral and energy education programs and intensive research initiatives.

A Research-led teaching university, PDEU intends to produce high quality managers, scientists, engineers, technologists, leaders, innovators, and entrepreneurs. Focus areas of the University are exploration to delivery of oil & gas resources, as well as other known and unknown resources, both on-shore and off-shore. It is also making inroads in the world of social sciences and humanities with the SLS.

The academic emphasis of the University is on the use of sound fundamentals in science and humanities, technology and management, as well as economic and environmental considerations, to address a variety of technological, economic, managerial and knowledge-based innovative issues, thereby comprehensively enhancing the quality of life.

School of Liberal Studies

PDEU launched School of Liberal Studies in the year 2009. The School currently offers Bachelor degrees – BA/BBA & B.Com along with PG and Doctoral Degree that equip a student to develop an array of intellectual skills, a variety of methodologies or ways of understanding our changing world, and a broad base of varied knowledge. In turn, such a liberal education establishes an invaluable foundation for more specialized study in one's major or in one of the professions, and for a life-long affinity for learning and continuing intellectual development.

The course imparts classical education in various fields like art, literature, languages, music, dramatics, philosophy, politics, history, law, mathematics, science and general studies. It emphasizes on the need to seek knowledge for knowledge's sake, promoting intellectual growth, creative expression and rational thought.

<http://sls.PDPU.ac.in/>





**Rural Internship
at Sls: An Overview**

True Academic value of any course is realized only if class room sessions are complemented by industry orientation, international exposure or field trips and internships. School of Liberal Studies at PDEU is known for such unique academic pedagogy. It offers students, opportunities of conferences, government roundtable events, study on the campuses of other universities, corporate internships, urban renewal mission internships and rural internships. Rural Internship is an internship carried out in rural area. It is a work-based activity in which students are engaged in learning through practical experiences in rural areas. It has become necessary for the youth of today to know and understand the rural life and its social, cultural and economic ramifications. It is in this context, School of Liberal Studies (SLS), Pandit Deendayal Energy University, established by a special act of Assembly (2007), and has introduced a mandatory Rural Internship (RI) in BA/BBA (Hons.), B.Com (Hons.) and B.Sc. (Hons.) Programme for the first year students.

Follow the link of Rural Internship, SLS:

<https://m.facebook.com/profile.php?id=100054585064727&tsid=0.8313990372610456&source=result>

Objectives of RI

- ✔ Developing leadership qualities and societal responsibility.
- ✔ Creating a sense of belongingness for the community.
- ✔ To strengthen understanding on concepts of rural development and parameters of quality of life.
- ✔ To provide exposure to grassroots realities in the rural settings, with a focus on participation in interventions by NGOs.
- ✔ To strengthen insights and develop skills on participatory methodologies and tools used in rural development.
- ✔ To understand and appreciate broader contexts of other partners, like government agencies, donors and local self-governance institutions, while participating in existing field projects.
- ✔ To facilitate cross-cultural learning on development issues as well as other areas of inter-personal growth and learning.

Rural Internship has been undertaken as a part of curriculum activity for 1st year students at School of Liberal Studies since December, 2009. As a part of RI, Students have to work in rural areas with given project work under the supervision of the selected organizations by the college. At all times, students are under the supervision of the selected NGOs who are responsible for checking and verifying all tasks by students.

On behalf of SLS, the RI Team of School of Liberal Studies has also been Internal Consultants to facilitate, plan and execute the Rural Internship for First Year B. Tech students of School of Petroleum Technology, and Civic and Social Service Internship for First Year B. Tech students of School of Technology. SLS has successfully handled this task from 2015 to 2020.

47
Students



First Rural Internship

Had been organized in December 2009 for 3 weeks. Total 47 students of first year SLS had successfully participated in the program. From the entire Gujarat total 4 NGOs were selected to ensure best possible learning of students. This was the first of its kind of experience for SLS as well as the students.

Sr. No	Name of NGO	Location	Focus Areas	Strength
1	Ganatar	Patdi, Nalsarovar	Child Rights Child Education	15 Students
2	Anandi	Devgadhbariya, Dahod	Enhancement of literacy Comprehension skills of child numeracy	5 Students
3	Baroda Citizen Council	Vadodara	Village Development Education Health Women & Youth Sanitation	22 Students
4	Aga Khan Rural Support Program India	Talala, Junagadh	Health Education Rural Development	5 Students

27
Students



Second Rural Internship

Second Rural Internship had been organized in December 2013 for 21 days. Total 27 students of first year B.Com (Batch 2013), SLS were placed in Yusuf Meherally Centre (YMC), Kutch.

Sr. No	Name of NGO	Location	Focus Areas	Strength
1	Yusuf Meherally Centre (YMC)	Kutch, Gujarat	Rural Development Health Care Education Empowering Women and Adivasis Youth Mobilization Employment Generation Organic Farming and Vermiculture Relief and Rehabilitation	27 Students



66
Students

Third Rural Internship

Third Rural Internship of SLS was organized in December 2015 for 21 days. Total 66 students of first year B.Com (Batch 2015), SLS were placed in Lokniketan, Banaskantha.

Sr. No	Name of NGO	Location	Focus Areas	Strength
			Women's education Adult Education	
		Ratanpur (29 Girls), Gujarat	Goshala Public welfare Cooperative movements Supplying water to villages Replacing poverty by prosperity	
	Lokniketan Trust, Banaskantha, Gujarat		Improving the standard of education Working on education of backward and poor children Abolition of untouchability Socio-economic development of the tribal people Development of agriculture and animal husbandry Freeing people from bad habits of smoking, drinking Understanding tribal way of life	
		Virampur (37 Boys), Gujarat		

66 Students



113
Students

Fourth Rural Internship

Fourth Rural Internship of SLS was organized in December 2016 for 21 days. Total 113 B.Com students of batch 2016 (47 girls & 66 boys) were placed in Lokniketan Trust, Banaskantha.

Sr. No	Name of NGO	Location	Focus Areas	Strength
			Women's education Adult Education	
		Ratanpur (47 Girls), Gujarat	Goshala Public welfare Cooperative movements Supplying water to villages Replacing poverty by prosperity	
	Lokniketan Trust, Banaskantha, Gujarat		Improving the standard of education Working on education of backward and poor children	
		Virampur (66 Boys), Gujarat	Abolition of untouchability Socio-economic development of the tribal people Development of agriculture and animal husbandry Freeing people from bad habits of smoking, drinking	

113 Students

226
Students



Fifth Rural Internship

Fifth Rural Internship of SLS was organized in December 2017 for 21 days. Total 154 B.Com students were placed in Lokniketan Trust, Banaskantha and 56 B.Sc. students were at Yusuf Meherally Centre & Brahmdeep Trust for Rural Internship 2017-18 along with 16 re-registered students.

Sr. No	Name of NGO	Location	Focus Areas	Strength
1	Lokniketan Trust, Banaskantha, Gujarat	Ratanpur (72 Girls)	Women's education Adult Education Goshala Public welfare	226 Students

			Cooperative movements Supplying water to villages Replacing poverty by prosperity Improving the standard of education Working on education of backward and poor children
2	Lokniketan Trust, Banaskantha, Gujarat	Virampur (Boys 98)	Development of agriculture and animal husbandry Freeing people from bad habits of smoking, drinking
3	Brahmdip Trust, Rajpura, Gujarat	Rajpura (Girls 25)	Public welfare Cooperative movements Supplying water to villages Replacing poverty by prosperity Improving the standard of education Working on education of backward and poor children
4	Yusuf Meherally Centre, Kutch, Gujarat	Kutch (Boys 31)	Understanding the realities of rural industry Socio-economic development of the rural people Working on education of backward and poor children Freeing people from bad habits of smoking, drinking Cooperative movements



Sixth Rural Internship

Sixth Rural Internship of SLS was organized in December 2018 for 21 days. Total 397 students of batch 2018 (223 Girls and 174 Boys) were placed in Lokniketan Trust, Samvedna Trust, Gandhi Ashram, Brahmdeep Trust and Yusuf Meherally Center.

Sr. No	Name of NGO	Location	Focus Areas	Strength
1	Lokniketan Trust, Banaskantha, Gujarat	Ratanpur (87 Girls)	Women's education Adult Education	
		Virampur (86 Girls)	Goshala Public welfare	
		Lavana (35 Boys)	Cooperative movements Supplying water to villages	
		Kuvala (15 Boys)	Replacing poverty by prosperity Improving the standard of education Working on education of backward and poor children	
2	Samvendna Trust, Banaskantha, Gujarat	Virampur (50 Girls)	Abolition of untouchability Socio-economic development of the tribal people	
3	Gandhiashram, Patan, Gujarat	Roda (50 Boys)	Development of agriculture and animal husbandry Freeing people from bad habits of smoking, drinking	

397 Students

397
Students



Sr. No	Name of NGO	Location	Focus Areas
4	Brahmdip Trust, Gandhinagar, Gujarat	Rajpura	Public welfare Cooperative movements Supplying water to villages Replacing poverty by prosperity Improving the standard of education Working on education of backward and poor children
5	Yusuf Meherally Centre, Kutch, Gujarat	Kutch	Understanding the realities of rural industry Socio-economic development of the rural people Working on education of backward and poor children Freeing people from bad habits of smoking, drinking Cooperative movements

Seventh Rural Internship

Sixth Rural Internship of SLS was organized in December 2018 for 21 days. Total 397 students of batch 2018 (223 Girls and 174 Boys) were placed in Lokniketan Trust, Samvedna Trust, Gandhi Ashram, Brahmdeep Trust and Yusuf Meherally Center.

Sr. No	Name of NGO	Location	Focus Areas	Strength
1	Lokniketan Trust, Banaskantha, Gujarat	Ratanpur (87 Girls)	Women's education Adult Education Goshala Public welfare Cooperative movements	
		Virampur (88 Girls)	Supplying water to villages Replacing poverty by prosperity Improving the standard of education Working on education of backward and poor children	
2	Samvendna Trust, Banaskantha, Gujarat	Virampur (50 Girls)	Abolition of untouchability Socio-economic development of the tribal people	
3	Gandhiashram, Patan, Gujarat	Roda (69 Boys)	Development of agriculture and animal husbandry Freeing people from bad habits of smoking, drinking	
		Baspa (69 Boys)	Socio-economic development of the tribal people	

435 Students

Sr. No	Name of NGO	Location	Focus Areas
4	Brahmdip Trust, Gandhinagar, Gujarat	Rajpura (42 Boys)	Public welfare Cooperative movements Supplying water to villages Replacing poverty by prosperity
5	Yusuf Meherally Centre, Kutch, Gujarat	Kutch (30 Boys)	Understanding the realities of rural industry Socio-economic development of the rural people Working on education of backward and poor children Freeing people from bad habits of smoking, drinking



Civic & Social Service Internship (CSSI) and Rural Internship (RI) for School of Technology (SOT) and School of Petroleum Technology (SPT) conducted by SLS as Internal Consultancy.

- ✔ May- June 2015: 617 students - 181 NGOs & Govt. agencies across India.
- ✔ May- June 2016: 623 students - 188 NGOs & Govt. agencies across India.
- ✔ May- June 2017: 800 students - 180 NGOs & Govt. agencies across India.
- ✔ June- July 2018: 530 students - 115 NGOs & Govt. agencies across India.
- ✔ June- July 2019: 615 students - 119 NGOs & Govt. agencies across India.
- ✔ June- July 2020: 755 students- Pan India Hybrid Model was planned, developed and executed by Rural Internship Team wherein the Engineers completed their mandatory CSSI in an online mode covering all the States and Union Territories of India. Students were assigned themes and subthemes each. The Themes are: Health, Social Welfare, Ecology & Environment Welfare, Educational Welfare, Tribal/ Rural/Urban Affairs, Women & Child Development, Energy Needs, Industrial and Organizational Welfare, Agriculture & Farmers Welfare, Culture and Tourism. Each student was required to research and find a case study specific to the theme in the assigned State and find an NGO or a special case study related to it and write about it. The student was also required to submit 5 Literature Review pertaining to the case Study. A detailed COVID-19 Survey related to student's response to online teaching and pandemic was registered and documented. Feedback of the Online Internship was also taken and documented.





**Eighth Rural Internship
(Hybrid) 2021-22**

17th Dec. 2021 to 10th Jan. 2022



School of Liberal Studies has been conducting the Rural Internship since its inception where students would have rigorous immersive experience of the rural way of life. Because of the COVID Pandemic, the batch of 2020 refused to take an online internship and wanted to have a physical experience of the same. Due to which batch 2020 and 2021 combined to strength of 1000 students including few re-registered students of the previous batches.

Coordinators

- ✔ Dr. Neeta Khurana
- ✔ Lt. Khushali Purohit

Purpose of Internship

- ✔ To acclimatize students to the specific rural environment.
- ✔ To sensitize students to the issue in Rural India.
- ✔ To convert students into skilled knowledge workers.
- ✔ To find out the techniques and methods for the problems in the given environment of the workplace.
- ✔ To understand the significance of proper management of time and resources.
- ✔ To become team players and responsible individuals.



Planning and Execution

Rural Internship is a flagship program of School of Liberal Studies (SLS), PDEU (formally PDPU) offered to its first year students since 2009. The program is unique as it gives an immersive field exposure and experience of realities of Rural India to the students who stay with the NGOs for 21 days in the villages across Gujarat State.

The objective of the Rural Internship has always been to sensitize students with the grassroots realities of India, inculcate qualities of team work, discipline, leadership, empathy, self-awareness, sensitivity towards environment, managing group dynamics, co-existence, respect to protocol and systems, innovative thinking, crisis management and most importantly a sense of gratitude towards nature, family, community and relationship.

Since the inception of SLS, more than 5000 students of humanities and engineering including international students have benefited. SLS students have a rigorous three week stay with the designated NGOs in rural area. We have worked with 10 NGOs within Gujarat for humanities, for students of engineering more than 200 NGOs have collaborated with us across the country.

This year due to pandemic, a new Hybrid Model was designed, approved and implemented by the Coordinators wherein students were sent to rural area to stay with NGOs for seven days, and rest of the internship devoted to campus trainings and workshops along with field visits to the local NGOs.

The Rural Internship (Hybrid) was divided into three phases-



Inauguration, Registration and Kit Distribution: 1 day | Evaluation: 5 days

Timeline

Activity	Group A	Group B
Inaugural Ceremony , Registration and Kit distribution	December 17,2021	
NGO Stay	December 18,2021- December 24,2021	December 24,2021- December 30,2021
Campus Workshop	December 25,2021- December 29,2021	December 18,2021- December 22,2021
Holiday December	31,2021 – January 01,2022	
Online Local NGOs Interaction	3-5 January,2022	

Registration and Kit distribution:

All the students were required to bring their proof of identity, declaration form and parents signed permission.



Rural Internship (Hybrid) Kit

All the students were given elaborate kits including Bag, T-shirt, Cap, Button Buddy, Mask, Stainless steel, Cutlery, Plant with Eco Pot and mixture of manure and earth. The purpose of the kit was to inculcate essence of responsibility towards environment thinking of sustainable ways of living, to promote Go Green Campaign, to support Atmanirbhar Bharat Mission and to support no plastic campaign and try to lead a sustainable way of living. Finally, the potting material and earthen pot was given to the students with a message to grow trees and contribute to saving the Earth. The Rural internship had a great start with a wonderful offline 'Inauguration ceremony' which was also marked by the presence of esteemed dignitaries and all the students were thrilled by the offline ceremony where they were briefed about the internship.

Covid-19 Protocol compliance

It was mandatory for all students to submit proof of both the doses of vaccination. In the absence of which they were required to submit a negative report of RTPCR test. Any student who failed to comply was not allowed to undertake the internship and will be required to complete the internship in the coming year.

Inauguration Ceremony of Rural Internship (Hybrid)

Inauguration Ceremony was held at the PDEU campus with all students wearing their RI Kit and present in full attendance after registration.

Chief Guest of the event was Prof. (Dr.) S. Sundar Manoharan - Director General, PDEU.

Dignitaries present: Prof. (Dr.) Nigam Dave - Director SLS, Prof. (Dr.) T P Singh – Director Academic Affairs, Prof Sunil Khanna - Director SOT, Dr. Ritu Sharma - Dean SLS, Dr. Anirbid Sircar - Dean Research and Development, Mr. Ankur Pandya – CHRO, SLS Faculty and Staff team members, SLS RI Intern's team , SLS Students undergoing internship and Coordinators : Dr. Neeta Khurana and Lt. Khushali Purohit.

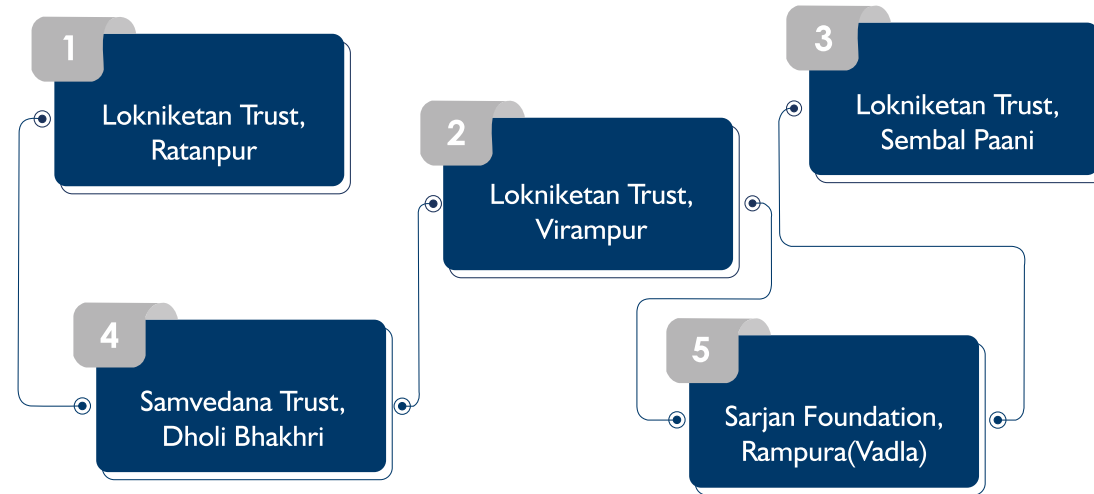
Students were sent to various phases as per the details given below

Phase I	Phase II	Phase III
18th to 24th Dec., 2021	25th to 29th Dec., 2021	3rd to 5th Jan. 2022
(Girls had village NGO visit), (boys had on campus workshop)	(Boys had their village NGO visit), (Girls had on campus workshop)	(All the students had interaction with local NGOs during this time)



Details of NGO Stay

The NGO stay was scheduled for 7 days during this hybrid model of internship. Total Five NGO partnered with SLS, PDEU for the same.



Due to the large number of students undergoing internship, students were divided into two groups a) Girls b) Boys. In the first phase Girls went to the village to stay with the NGO to get an immersive experience of the rural way of life and in the second phase, boys went for the same.

Schedule of NGO Stay is as follows:

Day One

Inauguration at the respective NGOs
Introduction of Introduction of staff members of NGO, and finally the division of all the students into groups for our span of stay, Tour of the whole campus (Staff quarters, BRS College, MRS college, Kanya Vidyalaya, Ashram Shala, Gaushala, Canteen, Kitchen).

Day Two

Morning Prayer followed by activities like Skill development (Mathematics, English, singing, dancing, drama, drawing, gardening, and cooking), then they did case study activity- interviewing students of different ages and getting to know about their backstory/background and list of changes students want to see in the organization.

Day Three

Morning Prayer, accompanied by skill development activities, visit to nearby village, Meeting with Village Officials and Government School Teachers and Students.

Day Four

Morning Prayer followed by skill development activities as daily task allotted to students and then they visited the nearby Dam and learnt about its history and environmental impact.

Day Five

Morning Prayer followed by the assigned skill development activity and then the visit to nearby village to meet the farmers.

Day Six

Morning Prayer, doing the preparation of cultural program and then the final cultural program which was enjoyed by the students as well as the NGO students and teachers there.

Day Seven

Cleaning rooms, and the final closing ceremony for all the students.



Details of Campus Workshops

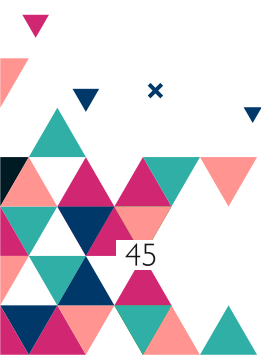
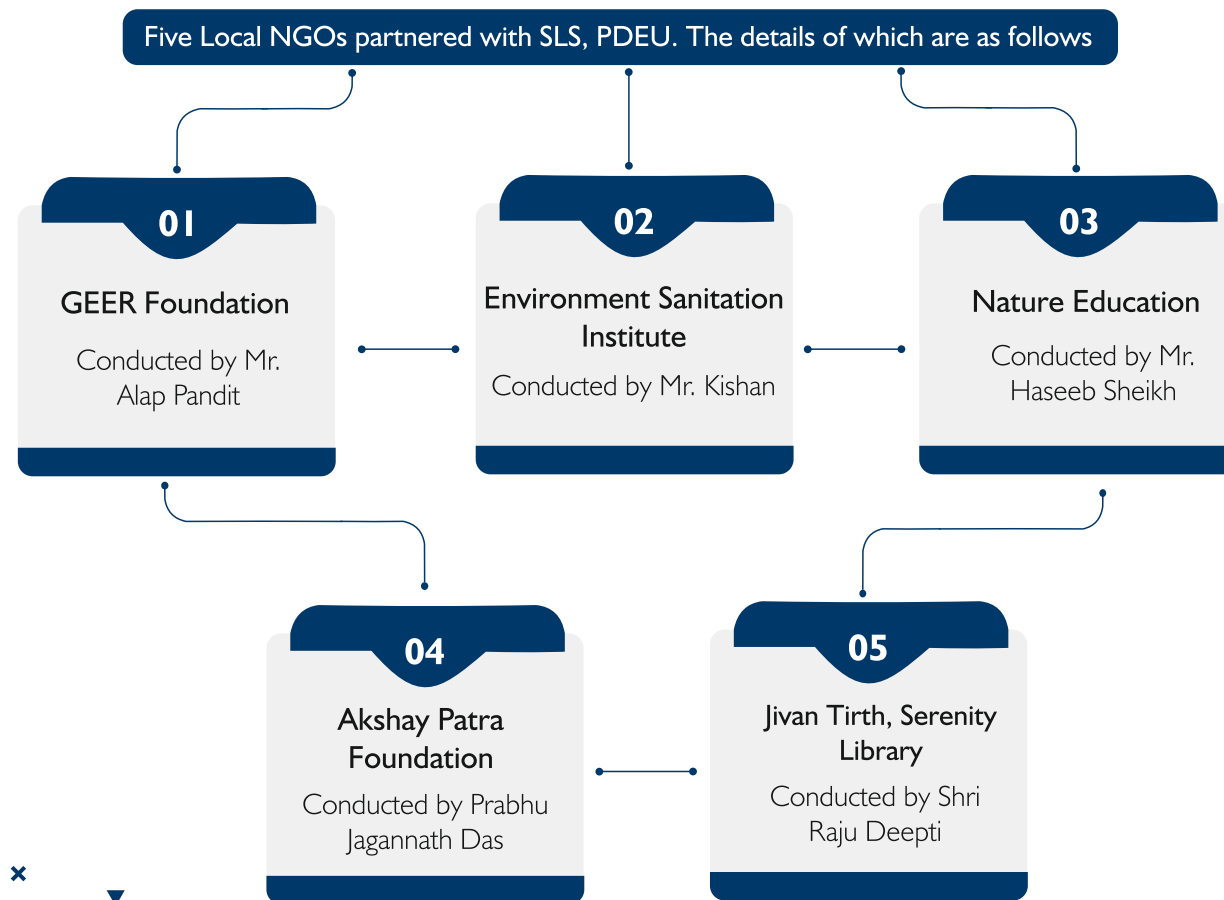
Five full day workshops were conducted under the Hybrid Rural Internship to equip and enable to students to document their internship experience meaning- fully. The skill thus developed also enriched the students for future work and research. On campus workshops were conducted by domain experts on the following topics:

- 1 Impact Assessment & Programmed Evaluation**
- Mr Karan Shah
- 2 Geo Spatial Analysis of Open GIS Software for Development Sector** - Mr Abhinav Mehta, Mr Parth Sharma, Mr Shrey Rakholiya
- 3 Skill Building & Social Entrepreneurship** - Mr Aditya Dave, Ms Shriya Subudhi, Mr Devanshu Purohit
- 4 Documentation & Sensitization**
- Ms Nida Sutaria
- 5 Photography**
- Mr Sidhhar Rathod, Ms Bhumika Bhavsar



Details of Local NGO Interaction (Online)

The combined strength of students were schedule to visit local NGO but due to the COVID19 upsurge during that time, following the government guidelines the Co-coordinators and the Administrators decided to convert the remaining part of internship online keeping the best interest of students safety in mind.



The broad areas of work covered under the internship are as follows:

- ✔ Child Rights and Education
- ✔ Village Development
- ✔ Health of Women & Youth
- ✔ Sanitation and Health
- ✔ Empowering Women and Adivasis
- ✔ Youth Mobilization
- ✔ Employment Generation
- ✔ Organic Farming and Vermiculture
- ✔ Adult Education
- ✔ Goshala
- ✔ Public welfare
- ✔ Cooperative movements
- ✔ Abolition of untouchability
- ✔ Socio-economic development of the tribal people
- ✔ Development of agriculture and animal husbandry
- ✔ Freeing people from bad habits of smoking, drinking
- ✔ Preparation of Annual Workplan and Budget, long term plans
- ✔ Developing individual responsibility
- ✔ Farming techniques
- ✔ Communication techniques
- ✔ Learning about Government Programs and Public – NGO partnerships
- ✔ Learn, unlearn and relearn keeping the rural perspective in mind
- ✔ Listening effectively and Behaving professionally and ethically
- ✔ Report writing
- ✔ Living in villages (experiences) and meeting community leaders
- ✔ Communication & teaching techniques to tribal community
- ✔ Sensitivity towards the rural population and their needs and way of life
- ✔ Understanding and managing personal behaviour and attitudes
- ✔ Improving problem-solving and critical thinking skills
- ✔ Organizing and maintaining information
- ✔ Applying knowledge to the task
- ✔ Working with diversity/diverse populations
- ✔ Working in cross-cultural and/or multicultural settings
- ✔ Addressing colleagues and superiors appropriately
- ✔ Allocating time effectively
- ✔ Adapting effectively to changing conditions
- ✔ Participating as a member of a team
- ✔ Developing appropriate workplace attitudes
- ✔ Exercising leadership
- ✔ Record of proceedings of meetings





Overview of Partnering NGOs

- 1 Lokniketan Trust, Ratanpur
- 2 Lokniketan Trust, Virampur
- 3 Lokniketan Trust, Sembal Paani
- 4 Samvedana Trust, Dholi Bhakhri
- 5 Sarjan Foundation, Rampura(Vadla)

Lokniketan Trust, Ratanpur

Lokniketan Trust, Banaskantha provides free or minimal cost education and living environment for a few thousand needy and poor children at a number of centers in Gujarat, India since 1961. A moral living environment is nurtured for students from very young age through their college education.

Lokniketan Trust has students from kindergarten to various colleges, which offer accredited Bachelor Degrees in Rural Sciences and Education as well as Master Degrees in Social Works. Most of the children here study at nominal token expense or for free.

Late Shri Harisinh Chavda was the founder and President of the Trust. He was a former MLA of Indian Parliament, former Cabinet Minister of the Government of Gujarat, India, and a renowned educationist.

With a missionary zeal, enthusiasm, ardent devotion and dedication Lokniketan Trust was founded in June 1961, with 18 students. Today it has bloomed with 13 institutions. They are moulded with the spirit of non-violence and non-coercive practices, aspiring to contribute to humanity through sincerity, honesty, humility and

Areas of Work of Lokniketan Trust

- ☑ Women`s education
- ☑ Adult Education
- ☑ Goshala
- ☑ Public welfare
- ☑ Cooperative movements
- ☑ Supplying water to villages
- ☑ Replacing poverty by prosperity
- ☑ Improving the standard of education
- ☑ Working on education of backward and poor children
- ☑ Abolition of untouchability
- ☑ Socio-economic development of the tribal people
- ☑ Development of agriculture and animal husbandry


Centers of Lokniketan Trust:

1. Virampur
2. Sembalpani
3. Malana
4. Lavana
5. Padan
6. Vav
7. Bhabhar
8. Dangiya
9. Samdhi
10. Dhuvu
11. Kuvala
12. Mithi Paldi

Introduction of Samvedana Trust, Dhori Bhakhri

“Samvedana” means compassion. This meaning itself speaks loudly about the aims and objectives of the Trust. A group of dedicated social workers decided to form a mechanism to undertake various service-oriented activities for the welfare of downtrodden strata of our society. Be it social disturbances or natural calamities of developmental work, this most vulnerable lot of our society has always remained at the focal centre of the Trust. Compassion is the only humanitarian way to create a sense of belongingness’ among poor to the other groups of society. This broad world view has inspired the Trust to carry out several humanitarian and developmental activities since its inception. The track record of the activities undertaken so far, by the Trust underlines our overall world view. (A separate note of the activities of the Trust is attached) Samvedana Trust aims at bringing about total transformation in the lives of less fortunate brothermen of our society through various peaceful means irrespective cast, creed or religion. Service to the humanity is its motto in spirit and action.





Dream: Samvedana Trust has charted out several activities to fulfill its mission and achieve formulated goals. The brief outlines of the activities being carried out by the Trust are mentioned below:

- 🕒 Health
- 🕒 Relief
- 🕒 Tribal Development
- 🕒 Education
- 🕒 Agriculture Land & Water Management

Introduction of Sarjan Foundation, Rampura (Vadla)

Sarjan Foundation is a not for profit organisation committed to improving the quality of life of the opportunity deprived. It firmly believes that the opportunity deprived tends to fall by the wayside and hence either get or remain marginalized. Further the chances of these youngsters getting addicted to alcoholism or taking to crime increases manifold. Sarjan organizes various programmes directly benefiting over 18,000 opportunity deprived every year, through its welfare projects in education, healthcare, livelihood and women empowerment. Sarjan is helping bring about this change in over 200 remote villages across the state of Gujarat. Sarjan Foundation is surging ahead in its mission by imparting training in contemporary vocations, providing financial assistance to identified school and college going students and assisting other activities that help the targeted beneficiaries.

Vision

Sarjan Foundation is surging ahead in its mission. With a training capacity of 54 candidates in 2007, we have now reached to 500 + candidates annually. A Residential centre of learning at Siholi, Gandhinagar to provide skilling in the “right area at the right level” is operational.

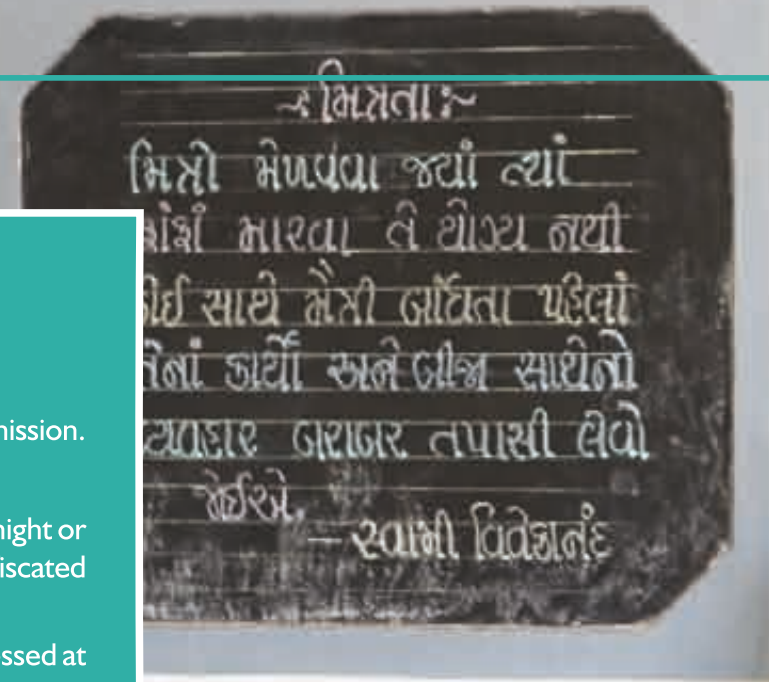
Centers of Sarjan Foundation

- 🕒 MARG Amigadh
- 🕒 BADRI Siholi
- 🕒 Robert F Smith Tech Centre Palanpur
- 🕒 Arts & Craft Centre Prantij



General Instructions by the NGO

- ✔ Students need to attend every program on time.
- ✔ Students should not go anywhere alone.
- ✔ Do not leave the campus during the day or night without permission.
- ✔ Using of mobile during program/event is prohibited .
- ✔ Do not disturb staff or any other student by staying up late at night or making noise or playing loud music as the devices will be confiscated and given to university officials for disciplinary action.
- ✔ Do not wear short & sleeveless clothes, be appropriately dressed at all times keeping the ethos of the place where you are staying.
- ✔ Report serious illness in advance.
- ✔ Misbehaviour or disrespectful attitude towards NGO officials and each other will not be tolerated.
- ✔ Ordering food from hotels or any other place is not allowed.
- ✔ No substance abuse of any sort is permitted. No kind of violence or physical, verbal or mental abuse will be tolerated.
- ✔ No family member or friends are allowed to visit during the NGO stay.
- ✔ If the student is found misbehaving in the NGO, NGO has the authority to suspend the student from the internship.
- ✔ All rules laid down by the NGO will strictly be applied to all interns.





Detailed Overview of Activities in Respective NGOs

1st Phase - Village NGO Visit

Lokniketan Trust, Ratanpur

The rural internship started early morning around 6:00 am from PDEU and by 7:30 students left from the campus and reached the Lokniketan Trust, Ratanpur around 12:30 pm which was 120km far from the campus to a scrumptious lunch. After the lunch they had their inaugural session there for Trust's introduction and Anil Sir who was managing their event introduced the members and group coordinators. First day's activity was to explore the campus and to visit the mentioned sections and first of all they visited the Gaushalas and then other sections. Then in the meeting all the heads and sub heads were selected voluntarily by the Anil Sir such as President-Vice President, Hostel Head-Subhead, Field Head-Subhead, Attendance head subhead, skill & cultural head-subhead, etc. were selected from the students voluntarily. After all this they had their dinner at 6:00 pm and after that daily report writing time was given and they had to submit those daily reports to their respective group leader before 10:00 pm. Skill development activities were followed by lunch, after which the field activities of the day began at around 11:30 am. The interns were tasked with collecting information about a student, each; talking about the students' lives, figuring out their everyday problems, and suggesting solutions to them. This activity helped strengthen the trust and rapport of the interns with the students of Lokniketan Trust.. After an interesting day spent knowing the kids, the interns also made individual reports of the child they interviewed.

Students were taken for the village visit. The following details were gathered: The talati is Sonalben Trivedi, and PMY YOJNA is one of the policies pursued. Manrega Yojna is another. The majority of the work is digging. Where women make up the bulk of the population. This is a daily pay worker. They are given 143 rupees. They claimed that everyone has an account. Women work for six hours per day. There are PHC centers available.

There is also a bank. There is also an anganwadi (baby day care) nearby. These facilities are shared by seven settlements. Social distancing was managed during lockdown. The task was completed. The Talati also provides an Avak no dakhlo - revenue slip. Bore is used as a source of water. The main dam is Dharoi. Nearby source of all water.

The village's overall population is 2400. When they first met the sarpanch, she took them on a tour of the town, showing them all of the freshly constructed buildings, including the bank. We continued on to the Dairy, which is known as "Nand dudh Ghar." Since 1972, the dairy has been in operation. The cattle rearers are paid every 15 days under this arrangement. The overall output is 8000 litres per day. Cows provide 85 percent of the milk. Where Indian breeds outnumber foreign breeds. The minimum pH needed for cow's milk is 3.1, while the minimum pH requirement for buffalo's milk is 5.2.

The quality of milk varies depending on the weather. There are 11 people in management, three of whom are women. Bullock carts, or "Badad Gadi," are drawn by oxen. The machine can only reach a minimum temperature of 4 degrees. AUTOMATIC MILK COLLECTION SYSTEM (AMC) BULK MILK CHILLING UNIT (BMC). People are helped - Gaman Saheb - a livestock shed is built. Animal cooling system Chap cutter, Khan Dan has been created. Foot and mouth diseases are among the diseases that have been observed.

The field work was to visit the Dhanpura Dam and to trek Dabheli's Sandy Mountain. At the dam there were not enough water to show the mechanism of the machines but they can only see the machines which are not operated but the dam was very beautiful because the natural huge rocks were there and they had some photography also, then after the Dhanpura Dam they went Sandy Mountain for trekking and had trekked the 2 km long path of the



Mountain and the mountain was very slippery that we had some difficulties in trekking the mountain but they had fun at there and after reaching the top most point they had some photography there also and One thing which students felt different in skill development class was that the staff that work there are attached to them and eagerly waits for them to come in the morning as they also love to spend time with us. Harish Bhai Chaudhary, a farmer, was our guide there, he imparted a lot of fascinating facts. They learnt from him that he plans on making the whole village organic. He seemed to be a practical man and aimed to conceptualize the village and implement the cultural tourism in the whole village, he himself looks at all the needs of the society and looks upon the village growth by promoting culture and science. He also said that during the rise of the covid epidemic there were zero cases as they had medicinal organic plants which they used to grow there. Students learnt some interesting facts as well, most of the times farmers use pesticides that harm the soil and destroy that one creature that helps in farming and that is the earthworm and he attempted to demonstrate this through an experiment wherein he took normal water and added some kind of pesticide to it followed by an earthworm and it was seen that within 25 seconds the earthworm died in the water; in order to prevent this, he made organic khadi with cow dung that does not kill the earthworm.

A Cultural event was also scheduled in Ratanpur. Students were asked to prepare different performances in group, solo or duet. It was filled with mixed feelings as students were accustomed to the village routine. Followed by the skill development session, pre-divided groups reached their locations to practice for the cultural event. Complete enthusiasm was seen amongst the students to perform in the event. All afternoon, practice sessions for respective activities were going on! Later, a video was shown to the students of the activities they performed in the past 7 days, which filled them with happiness. In the evening, a post-dinner cultural program started. Students of along with students of Lokniketan performed various forms of styles including dance, singing, drama, poetry, stand-up and a lot more. It was a wonderful evening filled with performances of talented students. This way, DAY 6 of RI ended. Each and every student had made a beautiful connection with Lokniketan and students of NGO. Students were emotional and happy at the same time.

CLOSING CEREMONY: NGO had organized a closing ceremony for girls of in the presence of honorable Dignitaries f PDEU: Director SLS Dean of, CHRO Sir, Dean of R&D department, , Dean of Academic Affairs.



Lokniketan Trust, Virampur

There is a huge tree in the center of the field, where discussions took place regarding any and every important issue related to NGO and villagers. Students experience started with a warm greeting by the Lokniketan trust individuals from Virampur, who have around 12 NGOs in the Banaskantha District, Gujarat. The ground stretches out to a 3 section of land which contains an open ground where youngsters can exercise and play, though there are three structures isolated into three distinct schools. The primary school In the NGO is Kanya Kendra Shala. It has a strength of 150 young ladies, teaching young ladies from standard 1-8 and is recognized by the legislature of Gujarat. The third school is Vinay Mandir Shala where they show the higher investigations instruction in the field of expressions. This is a co-ed school. They concentrate on Hindi, English, Gujarati, Psychology and social science. Gandhi Kutir is where they praise each occasion connected with Mahatma Gandhi. The NGO gets its assets from Banas's journal which was set up in 1989. Ramji bhai is one of the laborers at the journal who has been laboring for quite a long time with an NGO. They started off with a chilly morning and soulful prayers. Then after, We helped with cleaning and the morning chores like serving warm and healthy traditional dishes, "raab". Students attended a session by a Gujarati poet, Krishnakant Dave. The session was intriguing because of his modern take on classic Gujarati poems and his rhythmic and musical delivery.

They visited the Matushri Monghiba Kanya Chatralaya founded in 2017. This hostel was established under a government initiative that works towards the welfare of children from backward groups. It runs on donations by Swami Vivekanand, Khadigram Udhyog, Lakshimpura, and Palanpur. The hostel pays homage to 21 girls who study at the Lokniketan Ashramshala. Each girl is provided with a monthly allowance of Rs. 1500 by the government. The director is Mr. Kantibhai Patel and the hostel rector is Surekhaben. Overall, the visit was very enlightening and knowledgeable. They had a great time at the hostel with good hospitality and company. Village survey, They traveled to the Chhapra village. They initially proceeded to meet the village's Talati. They learned about: Population in 2011 about 3500 (Current Population 4500), Acres in the village -3960 acres Students visited Chhapra Village and met with the residents. We learned the following after speaking with them: They have Arogya Kendra in the village for basic, They have to go to Palanpur if they need surgery or have serious ailments, There is a linguistic barrier because they speak tribal language Later that day, they went to Chaapra pratmik shala. They learnt about admissions procedures, School Management, and School Administration today. How is the admissions procedure carried out? Students are distributed in class. The class has a maximum capacity of 40 students. Then they noticed the school's infrastructure. Then they played games with the youngsters, who taught them some new ones and they taught them some as well.



They played Kho Kho, kabaddi, cricket, and carrom with a group of boys. Volleyball and chess were among the games we taught them. We learned how to play marbles from them. We learned how to manage the situation and instruct pupils. Teamwork Students' education speaking with children that have a lot of hesitation.

They also discovered Design

- ✔ School map
- ✔ Garden layout
- ✔ Brochure
- ✔ Designing a website
- ✔ Designing a logo
- ✔ Videography
- ✔ Photography



Visited successful farmers and visit to NGO. Vijay Vadi farm: The land is covered at a stretch of 50 bigha. Owner- Retired Mulji bhai Desai who is a retired teacher of Sanskrit. The soil used in the forest is brought all the way from Madhya Pradesh. Irrigation system- drip irrigation which uses less labour. Sandalwood trees take 15-20 years to grow and radiate smell. Chandan trees cannot be grown alone since they radiate a lot of heat. Saru and Mulberry neem are grown along with sandalwood to balance the temperature required. Trekking to Dabeli sand dunes: They visited the Dabeli sand dunes and climbed the sand mountain. It was challenging as it had no rocks for grip to climb but all of us showed persistence and climbed till the end and the view was mesmerizing, it had mountains and farms along with the sunset which made it even more beautiful. Visit at Dhanpura Dam: After trekking at the Dabeli sand dunes they visited the Dhanpura Dam to enjoy the scenery and weather, and with this they had a peaceful end to the day. All of the groups were given the same task of making a small video of 8 to 10 minutes of internship and the experience we had during this internship, so they made a video for the same in which they worked for half a day and then had free time to enjoy because there was no other work given, so they played Cricket, Badminton, and learned a new game called khari and played with the children in the NGO. Students in fact took the initiative to speak with the principal and asked him to distribute the items we brought for the children.

“ There are a total of 10,000 chandan trees (Sandal wood). They are of two types: Rakht Chandan and Sukhad Chandan ”



They brought books, pencil sets, pens, chocolate, and biscuits for the children, so in the evening, sir gathered all of the students in a single hall and they distributed the items to the children, and all of the children were so happy after receiving the items, and after seeing that smile, you'd get a different kind of happiness. So, by the end of the day and NGO stay, they had a great time, learnt a lot, and made many memories with them and our friends. On the last day students received a farewell and returned back to with lots of memories and amazing experiences.

Lokniketan Trust, Sembalpani

The journey began when the students left for Sembal Pani. The four hours journey was pleasant. After reaching, they were introduced to their guides/instructors. After introduction they were told to make groups and were allotted to their tents. After lunch they had a welcoming session and they were acknowledged about the rules and the campus after that they had a small tour of the school.

They showed and informed students everything about the trust. The school consists of 200 children where 100 are boys and 100 are girls. Four groups of 20 students were made and each had one leader appointed. All the leaders and the instructors had a meeting regarding the roles of leaders and about the daily plan.

Students were apprised that they have to teach the children group that was allocated 2nd and 6th standard for the same. They made 2nd standard students learn English alphabets and the 6th standard students learn English words translation in Gujarati. Then they were supposed to do a recreational activity with the children, so they played some music and started dancing with the children there. Then students had a trek to Pareva Pani point and Chitragupha and they all had great fun. On the trek, they saw a cave painting which was very old and there was a cave to which it was used by cavemen.

The students then had free time and were at leisure to help clean the establishment. The dishes were washed and everyone was briefed about the fieldwork. They were instructed and suggested a few possible questions which were to be asked. After the attendance, the individual.

Groups went to selected government established locations like ration shops, sarpanch offices, primary schools, and Primary Health Centre. One group of 20 students went to the PHC (Primary Health Centre) which was a walking distance from the Lok Niketan. After reaching the center; the students proceeded to the Medical Officer's office, where he patiently answered all the survey questions.

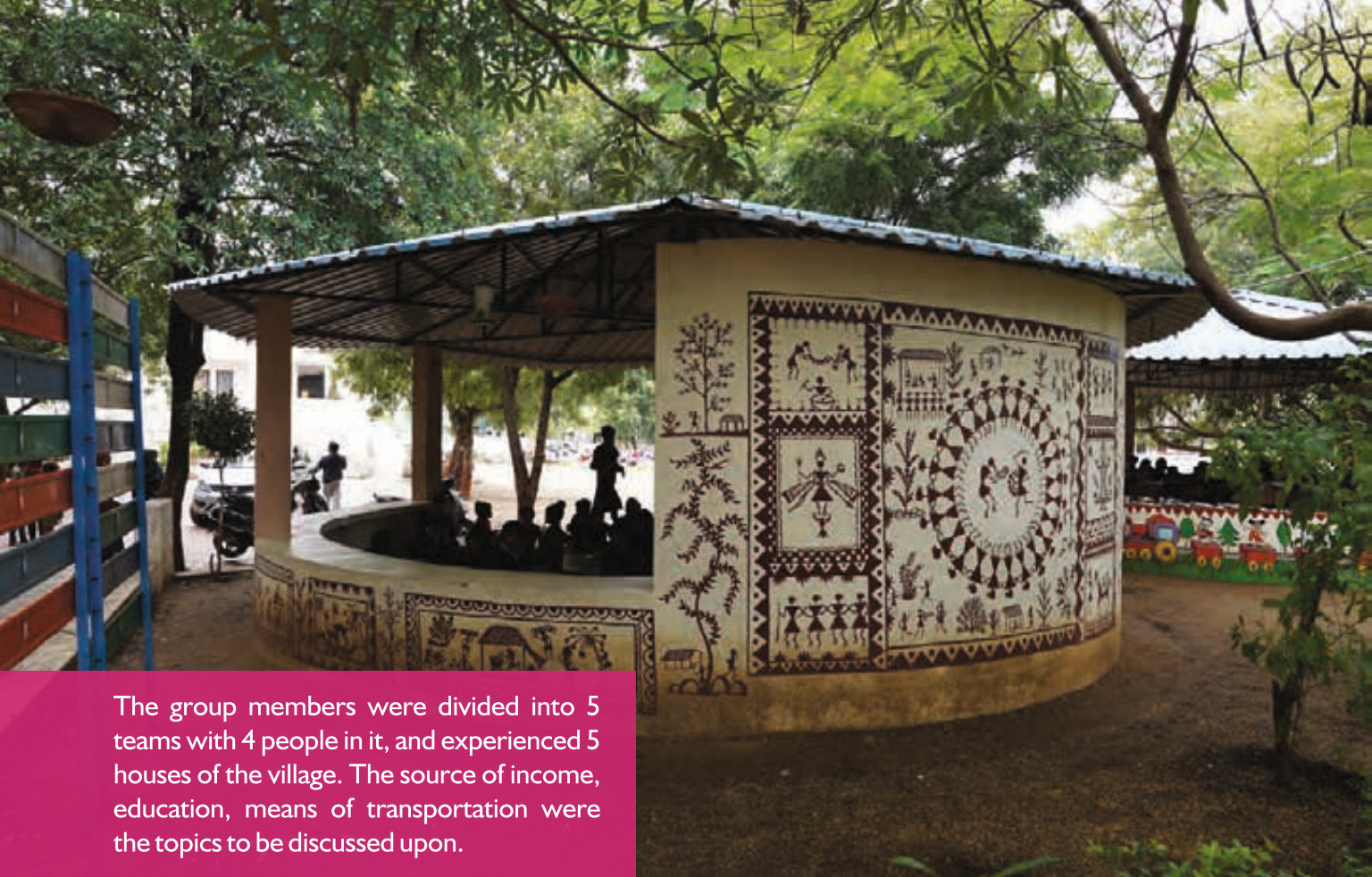


The questions were like the PHC's date of establishment, number of staff present in the PHC, the facilities available, how the stock and restock of the medicines and instruments is done, how are the emergency cases handled, some other questions included the government schemes available at the PHC, yearly vaccination schedule, situation during the COVID and how it was handled.

The students got to know that the Primary Health Centre was originally planned to be constructed in Ambaji but due to localities' demand, it was built in Sembal Pani. They also got to know that the most common disease reported here is skin disease due to the surroundings and the poor condition of skin care. Students came across various health schemes introduced by the government Schemes like Khilkhilahat, Kasturba Poshan Yojna and Pradhan Mantri Matritva Yojna.

It was a very informative session and explained how the medical and health system works and how it reaches to the grass root level. The staying quarter and limitations of the PHC was a shock to the students, but efforts put in by the PHC workers and employees is commendable. After returning from the very detailed and enriching survey, the students had a leisure time and were engaged in the cultural activities.

After breakfast the students were engaged with the students of the ngo for the cleaning purpose and serving the food at breakfast lunch and dinner. Day 4 had the field work for the RI students where the groups were allotted for the villager's interactions and got to know about them.



The group members were divided into 5 teams with 4 people in it, and experienced 5 houses of the village. The source of income, education, means of transportation were the topics to be discussed upon.

Village survey was the field day assigned to our group on my third day there. During the survey we talked to the local people of sembal pani and got to know about their day to day lives. Their staple food is dal, rice, pulses, buttermilk and green vegetables are brought from Ambaji. They get their food from the nearby rashaan shop and all the adults have a rashaan card at a nominal price. They have a bathroom built outside their house which is shared by 4-5 houses but it is still unused as they still feel comfortable doing it the conservative way. Their house is made of cow dung, cement and wooden sticks and even in the rainy season the water doesn't seep from the creaks. Festivals popularly celebrated are Diwali, Holi and Janmastami. The local people are devotees of lord Krishna and celebrate festivals by making homemade sweets. The ladies of the house got married at the age of 11 and 12 but they plan to marry their daughter at the age of 20.

The students were also given the task to survey. Then each group was allocated 1 specific location. They were allocated the Government Ration Shop, when they reached there, while talking to the owner we came to know that his family has been living at that spot for 3-4 generations. They all also came to know that Ganesh bhai who was the owner of the ration shop. Then Ganesh Bhai told them about the working of the shop and said the ration is given according to the number of people on the ration card. He also told them that seasonal grains are distributed to ration card holders during festival times.

After serving breakfast and lunch, children were made ready for the programme. All the group had their performances at the assembly area with the t-shirts. The group was represented with a Rajasthani folk dance and a poem dedicated for the children over there. Later on the event went on with the timli dance and had a crazy DJ. Then dinner was served and some of our group members played with the children later on.



Samvedna Trust, Dholi Bhakhri

Students reached the location at around 1 pm in the afternoon where the esteemed members of the NGO welcomed us with a few speeches. After the speeches, they had their lunch and then they were allotted their rooms. After some rest and settling down in their rooms, they were called to the assembly hall of the campus for the inaugural ceremony. During the ceremony, faculty members of and members of the NGO presented them with speeches as well. Once the inaugural ceremony was over, they were divided into 5 groups of 11, each being headed by a group leader. We were then given the opportunity to rest till 7. At 7 pm sharp they gathered at the assembly hall for prayers and some songs.

Every Morning, After the prayers they were assigned areas where they had to clean. After the cleaning they dispersed for freshening up and breakfast. Students had visited Heer Organic Farm owned by Mr. Yash Pandya on the second day, was given insights of how organic farming is beneficial for our health and even for business. Owner of that farm was the only certified organic farmer with the degree. He showed us how multi-cropping is better than growing a single plant. He also explained how he got motivated to perform organic farming. He was well settled in Singapore but after this incident he came back to India and started farming activities. It is also beneficial in terms of Business. He also gave insights of the benefits he receives and challenges that he faces while performing organic farming.



He also gave us the turmeric plant leaves to smell them that proves the quality of the turmeric that they produce. We saw many plants like Chinese cabbage that were cultivated with the help of organic methods. They visited the medical camp in the village Dholi Bhakhri. This camp was organized by the trust itself and it occurs every last Sunday of the Month. Doctors from nearby villages come and give treatment to the villagers. Experts like Gynecologist, Physician, Ophthalmologist and Surgeon were present at the camp when we visited.

The trust had an elaborate system to control the patients. They would list down the problems and help them to get to the designated experts.

After that the experts would diagnose and work on the problem, and find out the severity of it. They would then prescribe medicines for the patients which they would receive from the medicine counter. Medicines like Paracetamol, Pantosec, vitamin C tablets etc. The trust would also give out food packets to encourage the patients to register themselves.

Students visited a village named Naal Vaas. They went there to do a house survey which was about the members of the family and their lifestyle. There they helped the people of trust distribute blankets for the winters to the villagers. They interacted with them and got to know them in their homes. The house in which they were distributing blankets belonged to a volunteer for the trust who helped in betterment of the people a lot. Next, they observed one of those 100 check dams constructed to help in water conservation. One of the local students interacted with explained to us how useful the dam has been and how useful it will be in the future. According to him the rain used to wash away the layer of the soil beneficial for farming.

As it was on the slopes of the hill the water would run down the hill. By constructing this dam the water stopped at the dam and formed a reservoir.

As usual students woke up before the sun, that day students had a yoga session planned by the NGO's and had their cultural program at 11:00am. Everyone was pumped up about the event. They had worked hard alongside with the kids who were equally excited about the show. There were several performances like dramas, dances and our pyramid performance. Some of the skits were very good which taught the kids about women empowerment and many other issues. All the members of the Group actively participated in the cultural program. They all performed in different groups, everyone enjoyed performances including Hasmukh Dada. They had free Garba and dance for everyone. This was one of the most enjoyable sections of everyone. Everyone danced their hearts out. The kids were enjoying it. We were dancing with them, with the faculties and volunteers. And lastly were instructed about the evaluation pattern.



Sarjan Foundation, Rampura (Vadla)

After the welcoming and greetings they did the meeting in which they were told all the details about the NGO and their workings, their initiatives, their struggles, their successes, their dedication by the teachers towards the students. That was the first time students felt that they all are going to have opportunities to prove themselves and try to be the best selves. After the meetings they all were divided in two groups (G1 and G2) of A5 and were allotted our rooms. After the completion of the rest, they all met in the meeting room and discussed the upcoming plans of what they were going to do in upcoming days. The place was under construction but gave a complete essence of "Atma Nirbhar" by carrying own bags, making beds, cleaning rooms and washrooms, and doing dishes. Talking about dishes, the food was made from fresh vegetables which were grown in a nearby farm and we used to walk to a specific destination to have food which was arranged by the NGO itself.

They went to the prayer room and completed prayers after which we went back to our rooms and there were arrangements of warm water. Then got ready and also made sure to clean our room. They all together cleaned our room and as a group we unanimously decided that no one will dirty the room and proudly we can say that it was being followed by everyone. They were instructed that we all are supposed to be doing even the smallest task on our own as one of the real "motto" of the Rural Internship was to be capable of oneself and become strong enough to handle all the situations. After all the work they went for the meeting in which our coordinators told us in detail about Sarjan Foundation and its history and so of their future plans on development of the school and hostels for the tribal students and their studies. They were informed that the students are studying either 1 year or 2 year courses which included both the practical and theoretical skills, they were, ITI Courses of Wireman, Welder, Fitter, COPA, Turner and we learnt that there were no such cour for females because females are not sent for this type of work. They all were divided into 4 groups out of which 2 were from our group. Together, the groups successfully taught the NGO students mathematical numbers, pronunciation and their spellings and introduction of those children in English and played a fun game with the students. They completed teaching them the respective topics and after having lunch, they all went to visit a village and in the meeting of Gram Panchayat. Then they met the Pisra Kankuben Chaman Bhai [Sarpanch] and Vijay Chaudhary [Talati] of the village with whom we discussed about several questions which we all asked them regarding the village and the villager's requirements and how they are successfully getting completed by all means through the help and support of the government and its schemes such as health and educational facilities which is provided to the local people. Adding on to that, we understood how they survived with limited resources and realized how privileged we are. Then students visited a primary hospital which is handling 5 villages and has a sub-department in every village. They told us about their way of working in the villages and we had an interactive conversation with the doctors.



They all had a ride in a tractor and jeep/cars to a village named “Khatiasatra” to meet a renowned person named “Mustukhan Sukh” who dedicated his own life for the village and its development. After they reached the village which was on a mountain top, we all were welcomed with a tikka and a small slip was given to us by the children of the village and some snacks. After that they heard his inspirational stories about how he entered the village and got in touch with the villagers by “cutting their nails” and then progressively did a lot of things like made women’s hygiene a priority, created hospitals and schools, solved the problem of consumption of liquor to minimum by adopting a unique manner. He solved many problems of the village with his whole heart’s desire and made the lives of the villagers to the best possible attempt by looking at only the positives.

He also created employment opportunities for the villagers by helping them in farming and creating home grown organic products like natural edible honey, natural soaps, hand washes, body washes etc. After that they all went on a little tour around the place and visited the villagers’ houses to meet them and after that they went and shopped for the organic items of our desire.

After listening to such a wonderful experience of how people work when they really want to, The other day, they interacted with students here at Marg ITI which was quite a wonderful experience. They taught them how to make “crane bird” from paper i.e. origami since everyone was teaching some or the other things, they believed that they already study their own courses so there must be something unusual and out of the box. Everyone was so cooperative and interested as they wanted to know how and what they were making. Everyone in the group were helping them and they were helping each other too and when we finally made the origami bird crane, they got so happy and when we asked that whether they enjoyed or not and even when the internship coordinator asked, they replied with joy plus there was this “spark” of accomplishment in the eyes. Also, they played volleyball a handful of times. After lunch we went to the local government school which had a very unique feeling. Children there were so good and happy with whatever they had. Honestly, there were many people who didn’t actually have access to enough or even basic amenities. Bhupendra Bhai Sir [Principal] of Marg ITI and one of the core members of Sarjan Foundation after listening to such stories that at what level struggles, ups and downs and how people actually do something when they want to. It gave great inspiration about how one can contribute when monetary terms are not involved.

They were supposed to present a cultural program in the evening with and for the students of Sarjan Foundation, started the morning like other mornings only and then after getting ready, they went to teach the NGO students and then after lunch we had a visitor from Badri branch of Sarjan foundation. Students interacted with him and got to learn about the other branch. After that they were given time for the preparation of the evening program. They prepared an emotional skit along with a dance dedicated to the topic of the skit. Also they had a member sing a song and some of our members were also indulging in cooking. The way they all planned things, gave each other feedback and made the necessary changes keeping in mind was amazing. They didn’t expect that even after meeting each other for the first time we will be able to connect at such a great level. They all worked with team spirit and it was amazing working with each other. They all finally departed and left for the university and they thoroughly enjoyed as well as learnt a lot during the phase of the internship.



**Detailed Overview of Activities
in Campus Workshops
2nd Phase - Campus Workshop**



	Group A	Group B
Workshops	Dates	Dates
Impact Assessment and Program Evaluation	25-12-2021	18-12-2021
Geo-Spatial Analysis on Open Source GIS Software	26-12-2021	19-12-2021
Skill Building for Social Entrepreneurship	27-12-2021	20-12-2021
Documentation and Sensitization	28-12-2021	21-12-2021
Photography	29-12-2021	22-12-2021



Geospatial analysis of open GIS software development sector

Geo-Spatial Analysis on Open Source GIS Software	Time
Basics of GIS/RS	10-11 am
Web Based Mapping of Thematic Layers (Rural Demography)	11-12 pm
India's Mapping Platforms to explore Thematic Mapping (Rural Demography & Planning)	12-1 pm
Lunch time	1-2 pm
Spatial Data Analysis using Open Source GIS Software (Demo) – 1	2-3 pm
Spatial Data Analysis using Open Source GIS Software (Demo) – 2	3-5 pm

The workshop on the subject of "Geo spatial analysis" illuminates the special implications and multiple uses of GIS software. The subject was very new to the students and they also realized how widespread and omnipresent it was within their daily activities ranging from using online food delivery apps to mapping houses and missiles too. The examples given by the faculty made it much easier and impactful to process the real-life implication of GIS. Students came to know that the software is even used in the defense related operations which are carried out at national as well as international forums. Although at first, it took time for all the students to really dwell on the topic, eventually the introduction to basics and suitable examples made it really interesting for us to learn. Even the interaction between classmates resulted in two benefits, one students got to know their perspective of the topic and the second-hand information which students shared and second being students got to know each other a little better as this was our first offline class after the pandemic. The objectives of the workshop were made very clear from the beginning itself as to what the outcomes are going to get after attending it. The demographic representation and the use of GIS amazed the interns in terms of how creative a human mind can be which results in creation of such brilliant techniques and technology.

Students even learnt the individual national efforts of varied countries in respective fields and enhancement of its practical usage. In India there are several platforms on which students can learn about the present uses of GIS which the government is making and is available on the public forum for better reach and development of knowledge parameters of civilians.



Students were happy to know that GIS is even able to solve the major national problems relating to the national security threat and the economic problems management which can be as basic as so important as Farming itself and even in fields of mining for resources extraction. Even how the rocket launching and the later stage coordination is done. These topics were really fascinating and fascinating to learn. Lastly, students practiced timely understanding of the things students learnt via an open discussion and quick answer session with the faculty on our views and learning. Students were even introduced to the GPS system on which almost 2-3 biggest businesses in the world run and extract revenue. students were surprised to know the wide scale role of GIS in this and realized that in life the smallest things students use are ignored by them and that is actually backed up by many brilliant ideas. Finally, I would just like to say that it was a great learning experience and opportunity for us to explore the fields of technologies which have a huge impact on the lives of individuals as well as at the national, global scale.

Impact assessment and program evaluation

Impact Assessment and Program Evaluation	Time
Basics of Impact Assessment, Ascertain Impact	10-11 am
Importance of assessing impact for program evaluation	11-12 pm
Key Elements of Impact Assessment	12-1 pm
Lunch time	1-2 pm
Process of Impact Assessment and program evaluation	2-3 pm
Use of Data and Statistics to build Impact Storyline	3-4 pm
Case study of Impact Assessment	4-5 pm

The workshop was based on the agenda of “Impact assessment and program evaluation” this proved to be a really different class one must say as it covered topics from different angles and that too topics that are very sensitive to the nation and economic groups. The faculty even focused on the topics which are considered a taboo in the society like menstrual hygiene and how it impacts the society as a whole and what are the outcomes if the decisions one makes regarding these topics. In this workshop students learnt how a single smallest or the biggest decision one takes has numerous and differentiated impact on the people as well as the environmental, political, economic, societal factors. Students learnt to scrutinize every step one takes for the sake and regarding civilians and before making those decisions students need to focus on the multidimensional impact it will have on the forces of the nation. The faculty tried to explain this process through varied practical implications and examples.

Students learnt to focus on the negative as well as the positive impact of any move by the working forces. For example, we were told to think, analyze and list out the impacts of ‘distribution of sanitary napkins amongst the lower income groups’. This was a kind of brain exercise for all the students as students were to think in all directions in order to reach a particular possible outcome or decision. It made us realize how multi-faceted a thing can be and in order to be fully prepared we need to think in every possible direction of its outcome.

Then the other example through which students learnt was ‘building of an NGO in the backward tribal areas

dang district in Gujarat. This made everyone think in the direction of benefit of a whole community as well as from a profit perspective of business. Students came up with really differentiated views and perspectives which describe the complex city of the human and non-living aspects of a project taken up by any organization or an individual and students indeed learnt new edges from this practice. Lastly, to summarize the whole experience of the workshop it can be said that students took up examples which arise from the roots and are to be impactful to the large chunk of population. The importance of assessment was surely undervalued before students learnt the deep impact the steps taken by everyone and especially focusing on the rural areas and the developmental activities there which have a reasonable amount of impact on the lives of people living and working there.

Indeed, it was again a very capturing and resourceful workshop for everyone which gave them important insights of things that impact a person as a community in one way or another. Students practiced the imagination of real consequences which are important once students are professionally on the field.



Photography

Photography	Time
What is photography, camera and accessories, Vision of photography & Elements and art of photography	10-11 am
All about - Aperture, Shutter Speed, and ISO Settings, Color, Light, and Design Techniques and rules of photography	11-12 pm
25 important point of photography	12-1 pm
Lunch time	1-2 pm
Shooting On Location Brief Photography as a storytelling & importance of Emotions in storytelling How to Create a Documentary Photography Project Importance of interactions in photography Pre-shoot rules	2-3:30 pm
Shooting time in group- Out door shoot at and around the campus post-Production & its characteristics Review your photos Summary	3: 30-5 pm

The students had their photography workshop, which out of all till now students found the most interesting. Students learnt about various new aspects of cameras which one already has in their phones and can be used professionally by just modifying the settings. Students came to know about the origin of the word photography which was in Greece again, and how it is made up of a combination of two words, photo + graphy. This was overall a great learning and insightful experience for everyone as photography is an action which is performed by almost everybody in one part of their lives or other.

Students were noted about the importance of light in photography and also how light from different angles can impact the final outcome of the photo. The adjustment in angle, fall and brightness of light can impact a lot on the final image. Then students were made aware of the two sources of light namely, natural & artificial. The biggest natural source of light was the Sun itself and artificial sources included light from an object or reflection made through shiny things. Students learnt some basics in the first half of the workshop.

After that students were told about the parts of DSLR, SLR cameras and also compared different parts with the parts of mobile cameras. Students discussed the sensor size and various other tricks which can be adjusted in the mobile camera settings so that it can give out a professional outcome.

The faculty gave them a deep insight into the topic of 'shutter speed', which basically means how long light will take to fall on the sensor. We got to know about ISO photography or digitally processed photographs. If the ISO is more the photos will be brighter. Students also got an assignment to click three photographs from any place around the workstation and showcase their creativity. Students were taught about the different modes of camera like dark photo, manual mode, aperture, white balance. Students also learnt the basic etiquettes of photography like keeping the lens clean, the subject of the photography should be clearly seen and photographed. The focal length of the camera can be adjusted to click a good photo. Finally, the scope and career opportunity in this field was discussed.

At last, one can say that it was a great learning and practical experience and everyone enjoyed this workshop a lot, especially the practical implication of the things students studied in the PPT. The most surprising part is that whatever photos the faculty was showing on the PPT were all clicked by him and this gave the students a motivation to always search for beauty around themselves and capture moments. The faculty also gave them a concept called the '25 set of rules or morals' to be followed as a part of excellent photography.





Documentation And Sensitization

Documentation and Sensitization	Time
Introduction to Documentation, Importance & Scope of Documentation	10-11 am
Data Collection & Analysis of Data	11-12 pm
Types of Documentation, Reporting styles & Structure	12-1 pm
Lunch time	1-2 pm
Case & Event Reports, Key Case Studies & Educational case studies and events	2-3 pm
Demonstration of Reports & Summary	3-5 pm

The documentation and sensitization workshop which basically taught how to properly formulate and document each and every thing in proper order and proper format, students enjoyed the videos and the examples given by the faculty. The videos covered a wide variety of topics ranging from very basic to the serious ones. Students were also given in class assignments which helped them to test their knowledge accumulating capacity within a short period of time and also helped everyone to remember the things which were taught in the class. Everyone thoroughly enjoyed this process.

Students were also shown a video on the 'Punsari village' and how the people of that small village have efficiently managed to cater to every small and big needs as well as the problems of their people. The children and the people in the village were fully vaccinated for various diseases. This type of up-to-date arrangement even after shortage of various facilities and resources inspired everyone to look for things which demand change and what one can actually do to make some small steps. Their effective management system stands as an example for many organizations around the nation.

The faculty told everyone the proper format and process through which students had to make and document all the information gathered in the village during the period of the internship's village visit. It was a really organized format and it covered almost every aspect of a proper examination ranging from economic, social, cultural, financial, political and many more. The video of the faculty showed us that the village administration even had power solar plants and the infant as well as the maternity rate of that village was really low.

At last, the report can be concluded by saying that the whole process of learning and absorbing the important information was really fun and everyone enjoyed every bit of it. The video showing between the lectures helped a lot to interpret the written data better and to later organize it in a proper way. This is a very basic yet a very important topic which everyone should understand and know as it will definitely help them further in the proper arrangement and representation of everything.



Skill Building and Social Entrepreneurship

Skill Building for Social Entrepreneurship	Time
What Social Entrepreneurship is - Empathy creation exercise	10-11 am
Empathy mapping with customer and solution	11-12 pm
Prototyping Social Entrepreneurship	12-1 pm
Lunch time	1-2 pm
Financial Model and Exercising Social Entrepreneurship	2-3 pm
Case Example of Social Entrepreneurship	3-5 pm

The introduction of Mr. Aditya Dave, Mr. Divyanshu Purohit and Ms. Sriya Subudhi, who's an expert in the field of innovation and startups, and are working in a start-up and has experiences working in the past companies. First, students learnt about:

1. Definition of startups in the modern times.
2. Need of start ups
3. Features of it
4. Famous entrepreneurs and their qualities.
5. Famous start-ups across the world and in our country.



The example students first learnt and discussed was AMUL. That's how AMUL became a union of dairy farmers which provided them equal opportunities and fair rates for the milk, and by the time it grew at a really large scale. Through this the lesson of community well-being, collaborative efforts and ability to solve the problem on a large scale, were the elements students learnt. Then students got our focus shifted to the qualities of entrepreneur, and how students need to be in order to sustain their projects.

The qualities which were suggested by the fellow mates and the faculty were as follows:

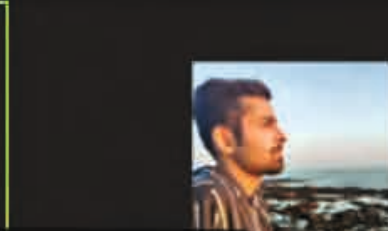
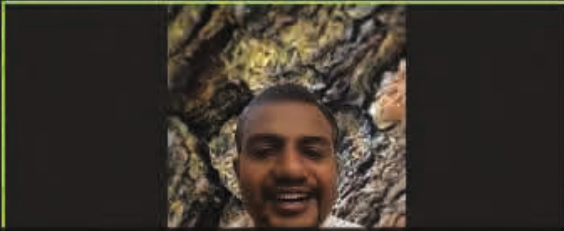
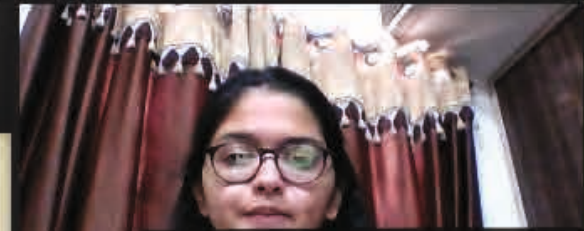


Leadership qualities and many softer & hard skills. After the first half of the workshop, students saw the case studies in depth and sir tried to make them know the efforts it takes for the successful start-ups. Then students addressed the importance of turning social problems into opportunities through innovative ways. Also, students recognized the relevance of bringing convenience through the ideas.

In the end students were told to think about the existing problems and develop an idea which was to be presented in front of all, where people participated in the discussions, questioned and countered the ideas. The speaker helped us very much to improve the idea and asked us to bring practicality into the ideas which we pitched in.



Unmute



NIHAR JAIN (RI...

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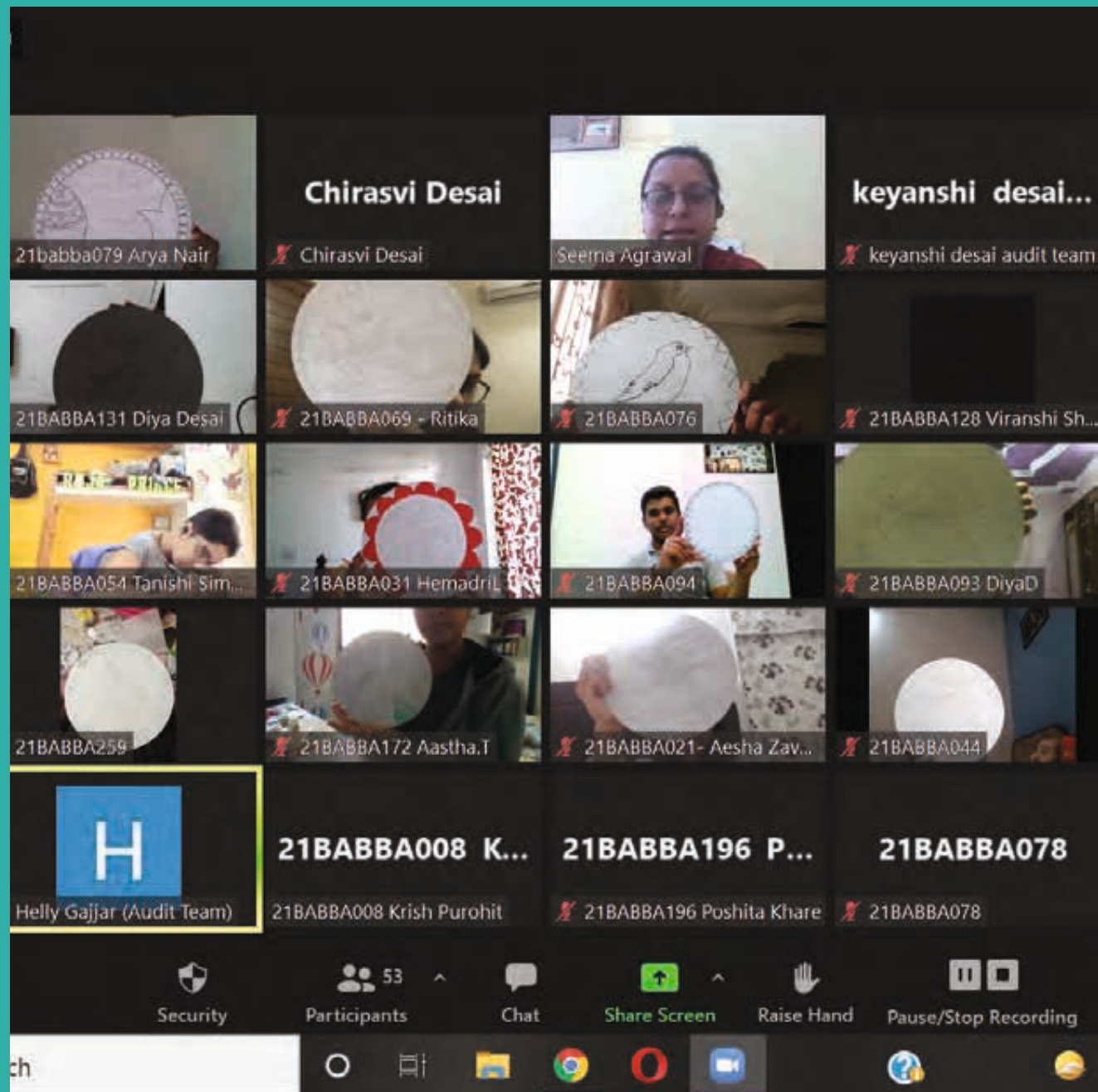
Admit

View Nihar Sarang (RI-Team)

NIHAR JAIN (RI-TEAM)



**Detailed Overview of Online
Local NGO Interaction**
3rd Phase - Online Local NGO Interaction



Environment Sanitation Intuition (ESI) (3rd January 2022)

The local NGO interaction was conducted through a zoom meeting due to a pandemic which was supposed to be a physical local visit as part of rural internship. The first interaction was with Environment Sanitation Institute where Mr. Kishan Laddha was there to guide all students and to provide all information on how the institute works. The meeting started at 11:00 am with attendance of all students and the mentor started the meeting with warm greetings and introducing sir from institute to all the students. Sir then explains to us about the Tatva (Essence) which means I have nothing new to teach the world. Truth and non-violence are as old as hills are. All he has done is try to experiment in both on as vast a scale as he could (Mahatma Gandhi).

Method (tantra) – prayer: connect with our own heart and our prayer is what our heart searches for. It is a reminder to us that we are helpless without his help. To serve is to love: ways of seeing, fix broken, help-weak serve- whole.

The Design Philosophy and Considerations: The design results from addressing four primary considerations - the program, the physical context of the site, the ideology of design and the demonstration of environmental sustainability and ecological balance.

Mr. Kishan Laddha, the expert at environment sanitation institute, briefed us about the importance of cleanliness and their organizations in Ahmedabad. He taught us about the three R's that are REDUCE, REUSE, RECYCLE and he also taught about the 4th R that is REFUSE. Refuse to use such materials which are bad for the environment. The eco-friendly site reflects the spirit of Gandhi as well as our dedication to creating a world free of untouchability and harmful pollution and waste. "They told us about the essence spoken by Baapu. They even told us about the methods of baapu:

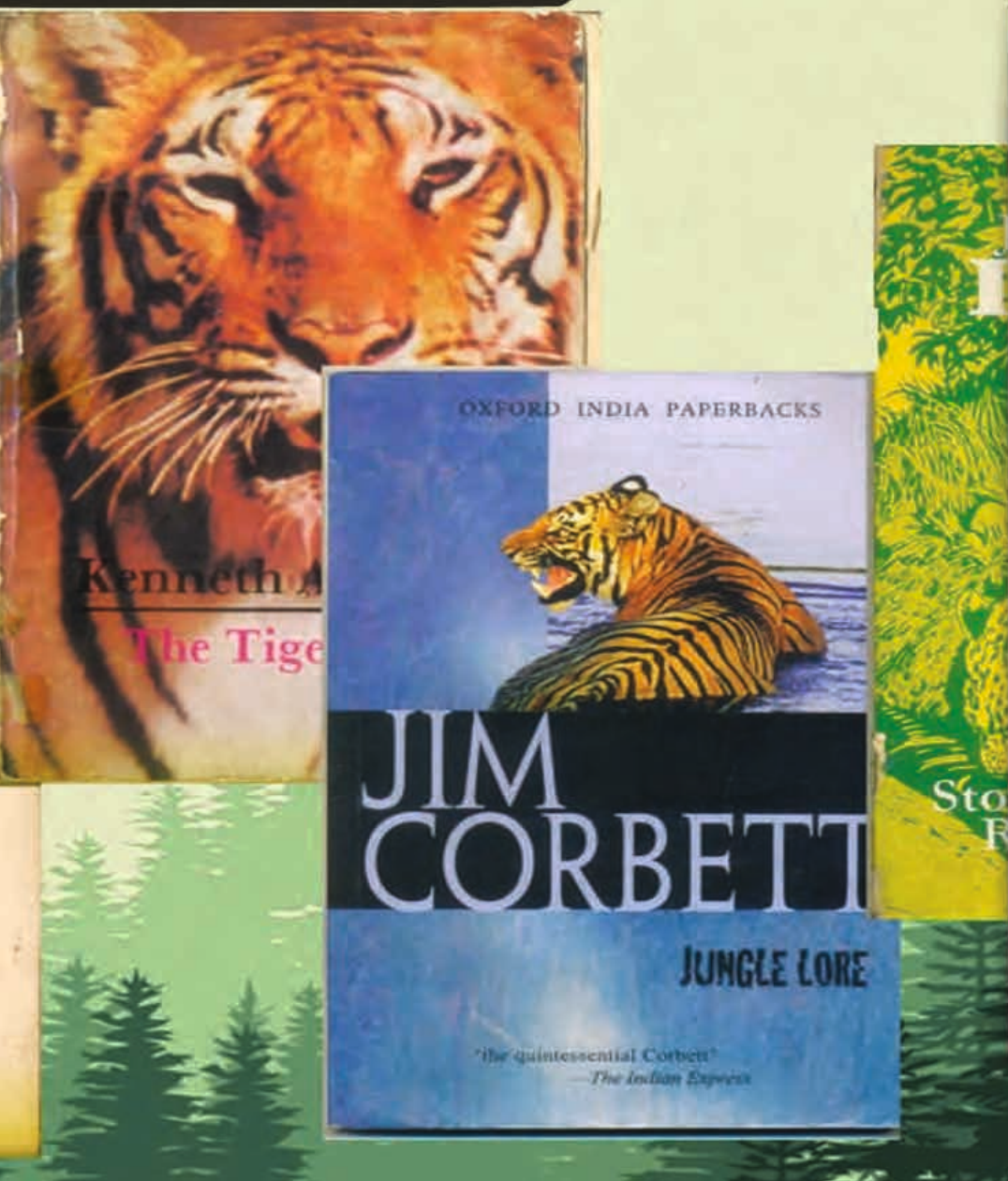
1. Prayer- This connects our own hearts.
2. Charkha- they would be connected with thoughts. "The call of the spinning wheel is the noblest of all because it is the call of love and love is Swaraj."
3. Dandi satyagraha- This is civil disobedience. Bhoodan Movement means land gifted movement also known as bloodless revolution, was a voluntary land reform movement in India.



kh with PDEU



entered the waiting room View X



BHAVIK VASHIS..

BHAVIK VASHISTH (RI-TEAM)



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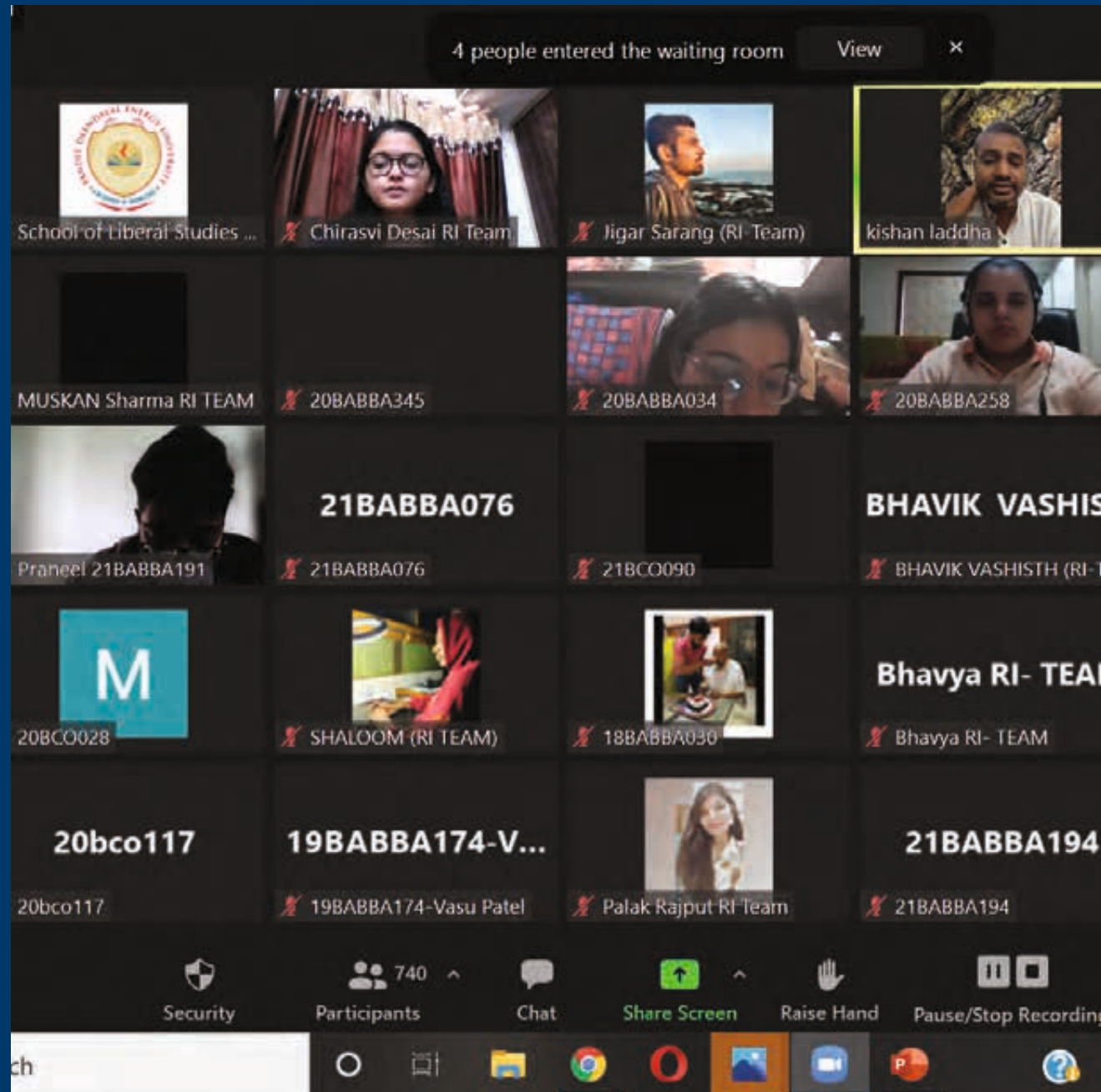
Interaction with MR. Haseeb Sheikh (4th January 2022)

At 11:00 am students had the session of Fading wilderness witnessed by a naturalist called Mr Haseeb Shaikh. He gave the knowledge of wildlife conservation and nature. With interaction with MR. Haseeb Shaikh told us about centuries of wildlife and the books which he read which inspired him to come into this field. The books that inspired him were: Big Encounters, The Deer and the Tiger, Jim Corbett & The Asiatic Lion.

He taught us about the number of species that the sanctuary has and their populated species of animals. By his addressing it showed that he is an animal caretaker and believes to share his life in help of them. A resident of Ahmedabad, Gujarat, Haseeb Sheikh's lifestyle revolves around nature, natural world and conservation. An avid natural world and nature enthusiast, he's running as a professional 'Naturalist & Nature Educator' for the purpose of conservation, each as a freelancer and a consultant. As a history lover, he also provides his services to the vacation spot excursion guide. He shares the facts on various aspects of history & subculture such as heritage, spiritualism, tribal, textile, sultanate period, natural world and many more. With many seasons of on the ground travel experience in Gujarat as a top travel advisor, he also provides camping activities for nature enthusiasts, lovers and activists to inculcate awareness and respect for nature in them. He reveals and introduces you to his favorite spots, new experiences, destinations on the rise, and tips for making travel better. He talked about two main spots: 1) Jambughoda 2) Vansda national park. He had read some of the classic books from his childhood of wildlife. He has 500 books at his home. His mentor was the late M.A Rashid. He was there in PCF Gujarat wildlife from 1975-1982. He also talked about Gujarat's longest coastline and its benefits. In Gujrat there are 4 national parks and 24 national sanctuaries. Then he talked about Jambughoda which is in Panchmahal, 70 km from Vadodara. The total area of Jambughoda is 135 km. It is a medium size sanctuary. The communities like Chaudire's, Nayaks, rethaws etc are living in this area. The human-animal conflict is very less in this sanctuary. Sloth bear, four horned Antelope chasing, flying squirrel, palm civet, many mammals and reptiles like hyena, jackal etc are seen in Jambughoda. 144 species of birds as per census but according to sir there are more than 200 species in the Jambughoda sanctuary. The visitors can go from November to March. It is the most recommended period to visit the sanctuary.

Overall, this session was very informative as it taught us the already alarming problem of environment and wildlife and how we should make efforts to protect it.





Geer Foundation (4th January 2022)

The session started after lunch at 1 pm till 2 pm and the speaker was Mr. Alap Pandit. Gujarat Ecological and Educational Research Foundation was registered on 24th November 1982 under Bombay Public Trust and India Society Registration Act. The Foundation has been registered as a Society under the Indian Societies Registration Act, 1860, and as a Public Trust under the Bombay Public Trust Act of 1950. The Foundation is governed by a Board of Governors chaired by the Hon'ble Chief Minister of Gujarat. The vision is to actively engage in ecological research and promote the conservation of wild flora and fauna with the view of preserving natural resources for the future and to educate the public in these matters. They had Ecological Education also which consisted of Awareness through Indroda Nature Park and Aranya Udhyan, Hingolghadh Sanctuary, Nature Education Camps and NGC programmers (National Green Corps). They have many ongoing and completed projects which are only for conserving nature. They had also received many famous awards from the India Government. He said the nature component is seen more than man-made components. They have a good collection of fossils collected from Gujrat itself. They give ecological education which has awareness, nature education camps, national green corps etc. from the last 40 years they are managing these sanctuaries. They are working on vulture and saras census, currently this research project is going on. In this way he talked about many more research works going on in their foundation.

The speaker talks about the role of GEER,

- ✔ Ecological education and research.
- ✔ Creating public awareness and sensitizing people about nature and environment.
- ✔ Carrying out ecology, ecosystem and environment related studies.
- ✔ Promoting the cause of conservation.



Akshaya Patra Foundation (5th January, 2022)

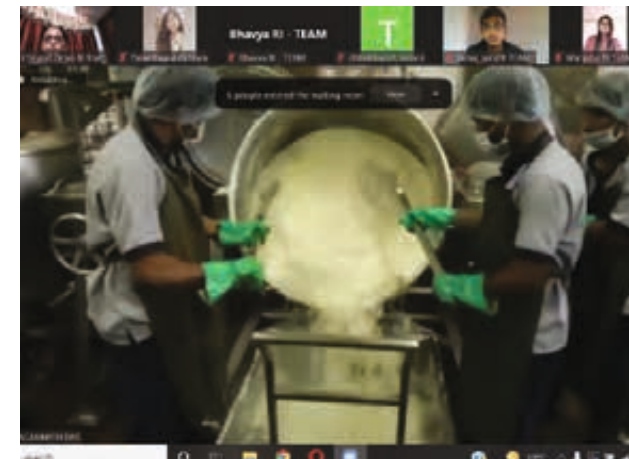
The interaction with Mr. Jagannath Das of Akshaya Patra Foundation was started with an introduction by mentors. The speaker was Jagannath Das who was working in the foundation and serving the community without any motive of receiving something. The President of this foundation is Mr. Madhu Pandit Das and he was also awarded with Padma Shri Award in 2015. This organization was also awarded with Gandhi Peace Prize in 2017 and in 2019 they served 3 billionth meal in total. The Akshaya Patra Foundation is an NGO in India headquartered in Bengaluru. The organization strives to eliminate classroom hunger by implementing the Mid-Day Meal Scheme in the government schools and government-aided schools. Alongside, Akshaya Patra also aims at countering malnutrition and supporting the right to education of socio-economically disadvantaged children. Since 2000, Akshaya Patra has been concentrating all its efforts towards providing fresh and nutritious meals to children on every single school day. They are continuously leveraging technology to multiply our reach. The state-of-the-art kitchen has become a subject of study and has attracted curious visitors from around the world. Their partnership with the Government of India and various State Governments, along with the persistent support from corporates, individual donors, and well-wishers have helped them to grow from serving just 1,500 children in 5 schools in 2000 to serving 1.8 million children. Today, Akshaya Patra is the world's largest (not-for-profit run) Mid-Day Meal Programmer serving wholesome food every school day to over 1.8 million children from 19,039 schools across 13 states & 1 Union territory of India.



Jeevan Tirth, Serenity Library (5th January 2022)

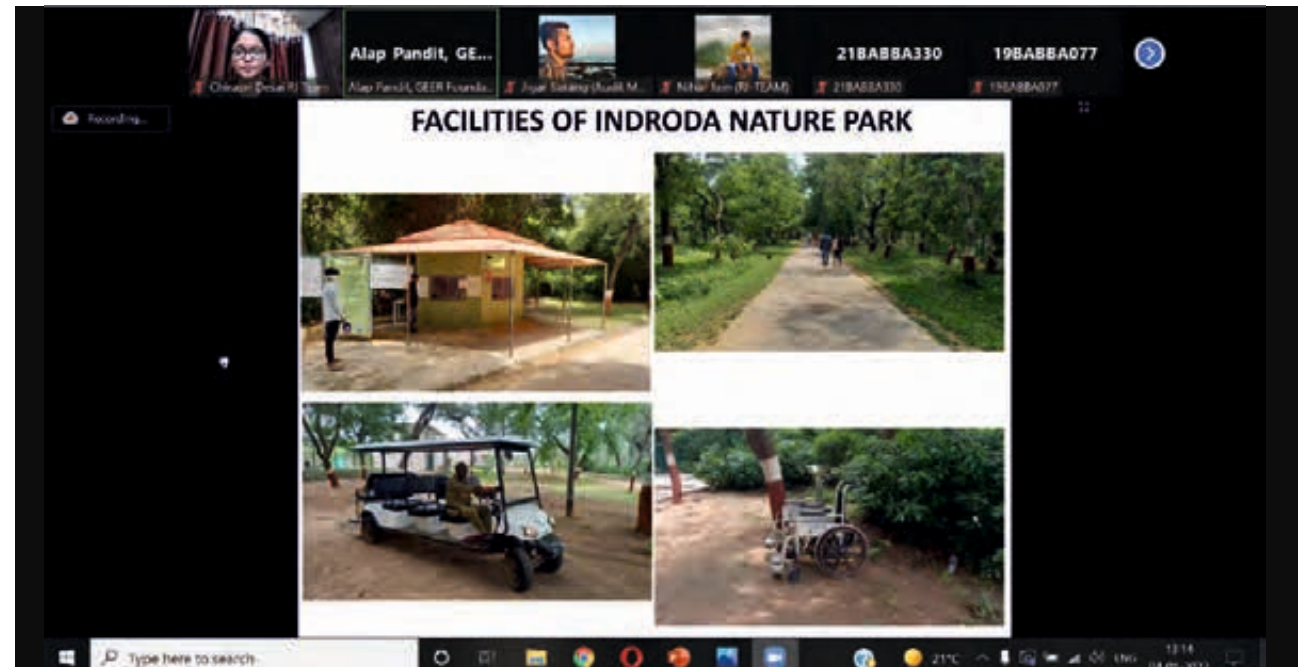
This was the last session for local NGO interaction. The mentor introduced us to sir Jeevan Tirth who will be sharing with us about it. Then the session started and he told students the meaning of Jeevan Tirth which means "Life Pilgrimage." Jeevan Tirth was established on 14th July 1997 by Raju Deepti. The Logo of Jeevan Tirth represents that we want a world without war. By breaking war-based economy and creating a non-exploitative world with Equality and Justice we can bring harmony and lasting peace. Their motto is "To be full of Joy, Love and Understanding and to spread them." Trustees and workers of Jeevan Tirth consider themselves as "Lifelong learners", believing in education through life and education throughout life. They also consider Jeevan Tirth as a school of life lovers, "Jeevan Premio Ni Shala" meaning "We want to create a learning society".

About RAJU DEEPTI: Raju and Deepti became active in social life after the "Moment of Total Revolution" initiated by Jay Prakash Narayan in 1973. After completing their studies in Engineering and Commerce, Raju worked as a lecturer and Deepti in a bank for several years. Both left their lucrative careers in 1985 and decided to devote their life to work for the vulnerable sections of the society especially rural rural children, women and youth based on Gandhian Ideologies. In the session we were taught that the most precious thing we possess in our life is LIFE itself. Life is the supreme value. Today, our world requires Global Citizens believing and loving life in its fullest sense. We humbly believe that we do not have any single wonderful solution to the problems faced by humanity today. Nor do we want to profess or propagate any religion, ideology or belief. We want human consciousness to be free from all conditionings and human beings to live spontaneously true to their own inner being.



At the last, they talked about their vision and inspiration

- ✔ **Their Vision:** Nature's bounty + Human wisdom = Paradise on earth and Life is perpetual YOGA. Every moment we have to make a choice. Our Vision is "We all make the right choice in our life."
- ✔ **Their Objectives:** All problems of existence are essentially problems of Harmony. Everything is related with everything in this world, our objective is to find correlation and establish harmony. To strive for establishing harmony within and without.
- ✔ **Their Inspirations:** We derive our inspiration from the life and messages of the two great personalities of humankind, Albert Einstein and Mahatma Gandhi.
- ✔ **Their Work Areas:** Jeevan Tirth is mainly working in the fields of Education, Environment, Rural Development, Vocational Training and Child Rights related issues. At present they have formed two FPOs in Dediapada, district Narmada with the support of NABARD (National Bank for Agriculture and Rural Development). Currently Jeevan Tirth is working on FIVE CSR projects right now. These are: Suzuki Motor Gujarat Private Limited, GACL, DIC & UPI.



Learnings and Outcomes: Students perspective

Students might have attended many workshops and talked to many NGOs but the impact that this Rural Internship has created on their minds was something that no other person or organization could do.

It is not only related to the field of education but it certainly is related to the field of life. Something that the villagers taught them was to always wear a smile in whatever situation you are and always think about the positive aspects of something rather than focusing on the negatives. They learnt from them that nothing is too hard or too difficult or too impossible. Something that was really unique was their willingness to help strangers at all times. That was something that they learnt from them. Managing oneself and taking care of oneself was one skill that they learnt from this internship as majority of them had never worked at home and lacked basic know how of house work like cooking, washing dishes, washing clothes, sweeping and cleaning their environs etc.

Moreover, the most important thing that this internship taught us was leadership quality. Coming from affluent backgrounds we were always taken care of by others and when it came to taking responsibilities, we very conveniently became an introvert and shied away from it because we despised taking responsibilities, but this internship gave us an opportunity to take up leadership responsibilities and take accountability for our actions.

- ✔ Planning
- ✔ Time Management
- ✔ Understanding through discussion and explanation
- ✔ Sharing diverse perspectives
- ✔ Holding one another and (and be held) accountable
- ✔ Developed better ways to approach resolving differences.
- ✔ Giving and Receiving honest feedback on performance.
- ✔ Technical knowledge
- ✔ Evaluation criteria are some of the key learnings they had throughout this tenure.

Well it was true everything was extremely different than their usual lives but, it was an experience each one should have. It brought about positive changes in everyone.



Trekking and village visits taught them the value of working as a team and helping others. No matter who was present on the trek, if anyone asked for assistance, everyone was willing to lend a helping hand. They learned to accept everyone's input and the true spirit of teamwork while preparing for PPT preparation, learned the art of networking during internship period.

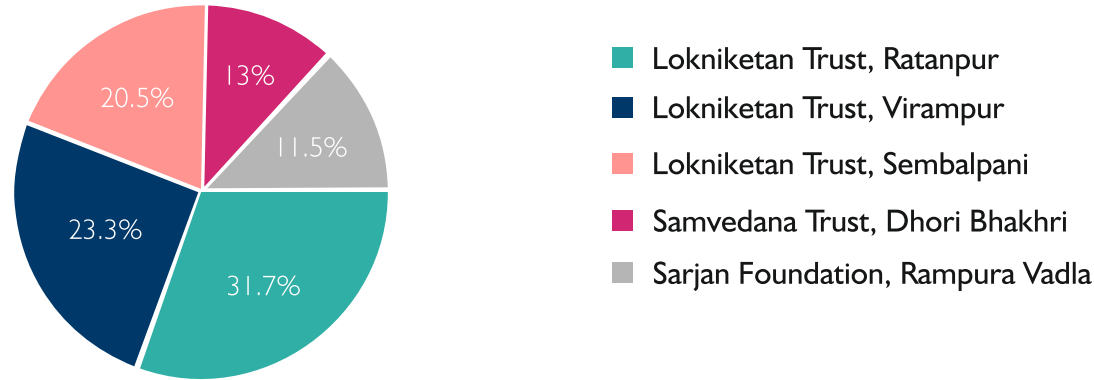
They had to do their chores on their own which taught them to be self-sufficient in a variety of ways. Take the best out of the given condition. Being an urban child, week in the village taught them to adapt and use what we had wisely. Instead of simply complaining, they learned that they could make the most of the opportunities available to them. For example, there was no network there, but we worked it out through collaboration. With a few minor adjustments, doors to a wide range of learning opportunities may open. Observing the village people and living in those conditions also provided a firsthand understanding of their problems, which will aid in the search for solutions. The kids there were very conscientious about sticking to their schedule. It didn't matter if it was cold or not; they would still get up on time and finish their chores. They learned the same thing from them about time management and sticking to a schedule.



Students Feedback

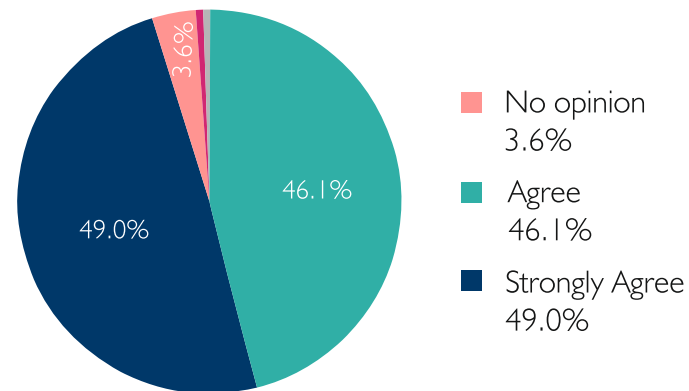
NGOs where students were placed

NGO
716 responses



According to the feedback received, 31.7% of students were in Lokniketan Trust; in Ratanpur, 23.3% of students were in Lokniketan Trust; in Virampur, 20.5% of students were in Lokniketan Trust; Sembalpani, 13% of students were in Samvedna Trust, Dhori Bhakhri and lastly, 11.5% of students were in Sarjan Foundation, Rampura Vadala

Give me the opportunity to explore various fields of the organization

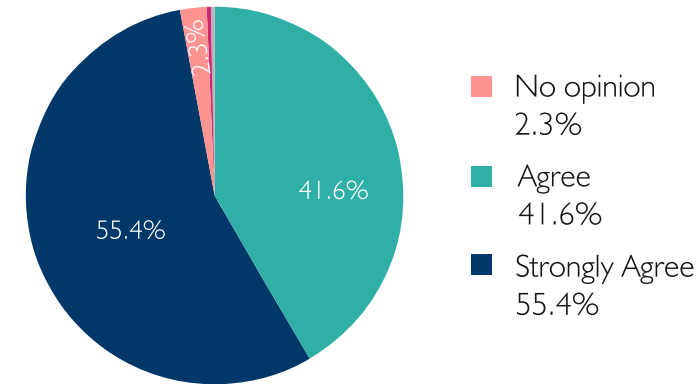


Count of [Give me the opportunity to explore various fields of the organisation]

According to the feedback, 49% of students strongly agreed that this Internship gave them the opportunity to explore various fields of the organization, 46.1% students agreed, 3.6% had no opinion on whether it helped them or not, 1.3% of the students only had a disagreement with this.

Made me aware of my social responsibilities

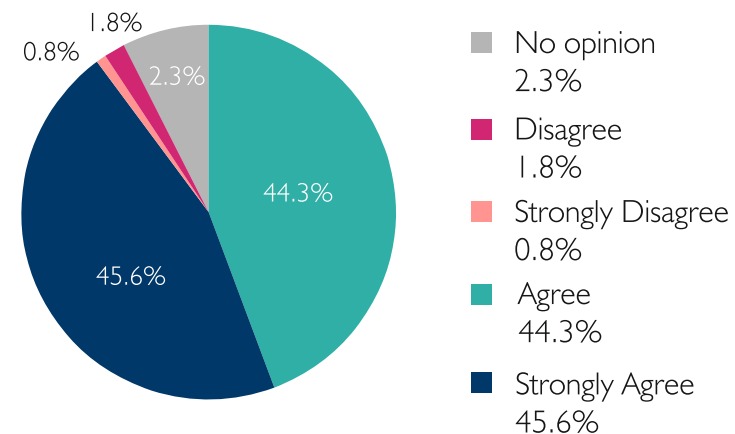
Count of [Made me aware of my social responsibility]



According to the feedback, 55.4% of students strongly agreed that this Internship made them aware of their social responsibilities, 41.6% of students agreed, 2.3% had no opinion on whether it helped them or not, 0.7% of the students only had a disagreement with this.

Help me develop my decision making and problem-solving skills

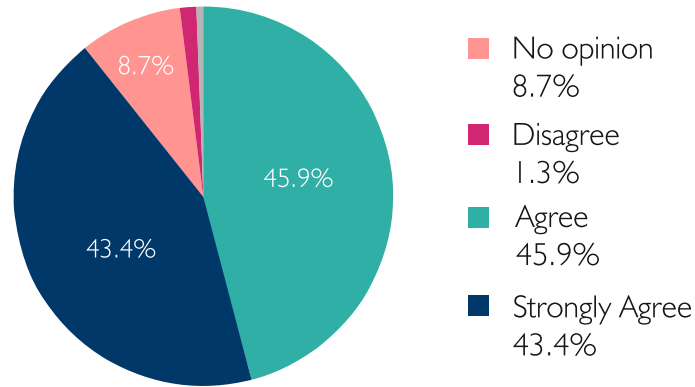
Count of [Help me develop my decision making and problem-solving skills]



According to the feedback, 45.6% of students strongly agreed that this Internship helped them develop my decision making and problem-solving skills, 44.3% of students agreed, 7.5% had no opinion on whether it helped them or not, 1.8% of the students disagree with this and only 0.8% of students strongly disagree.

Provide a chance to use leadership skills

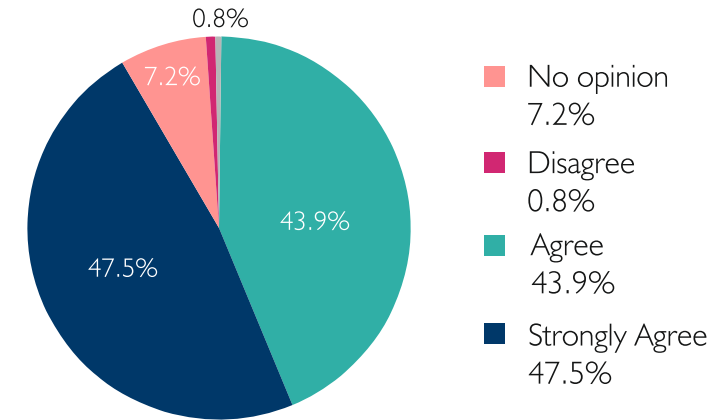
Count of [Provide a chance to use leadership skills]



According to the feedback, 43.4% of students strongly agreed that this Internship gave them a chance to use leadership skills, 45.9% of students agreed, 8.7% had no opinion on whether it helped them or not, and 1.3% of the students disagreed.

Given me a chance to improve my interpersonal skills

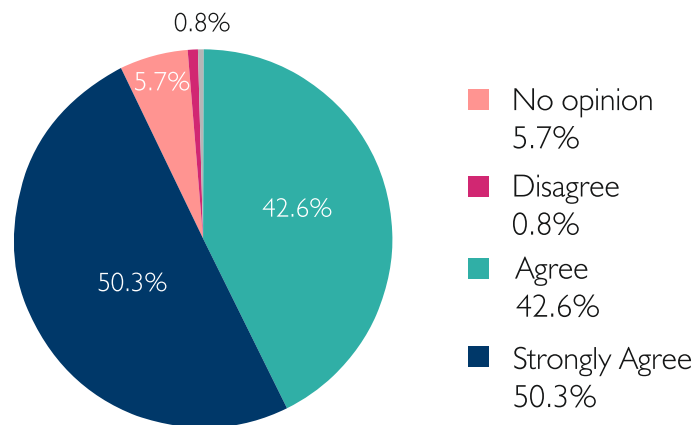
Count of [Given me a chance to improve my interpersonal skills]



According to the feedback, 47.5% of students strongly agreed that this Internship gave them a chance to improve their interpersonal skills, 43.9% of students agreed, 7.2% had no opinion on whether it helped them or not, 0.8% of the students had a disagreement.

Made it possible for me to be more confident in new situations

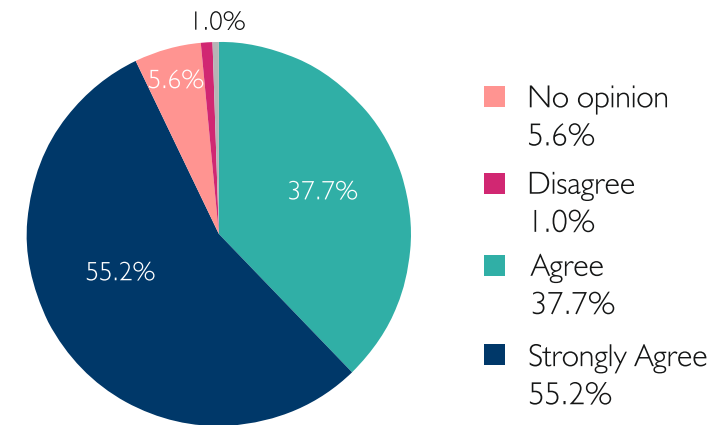
Count of [Made it possible for me to be more confident in new situations]



According to the feedback, 50.3% of students strongly agreed that this Internship made it possible for them to be more confident in new situations, 42.6% of students agreed, 5.7% had no opinion on whether it helped them or not, 0.8% of the students disagreed.

Helped me learn to handle responsibilities and use my time wisely

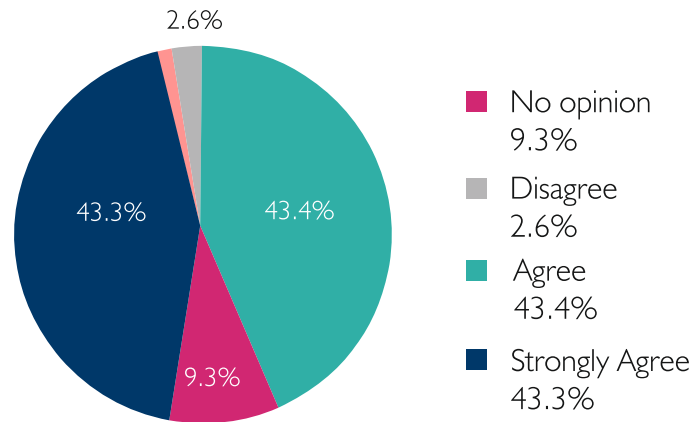
Count of [Helped me learn to handle responsibilities and use my time wisely]



According to the feedback, 55.2% of students strongly agreed that this Internship helped them to learn and to handle responsibilities and use my time wisely, 37.7% of students agreed, 5.6% had no opinion on whether it helped them or not, 1% of the students had a disagreement.

Helped me discover new aspects of myself that I didn't know existed before

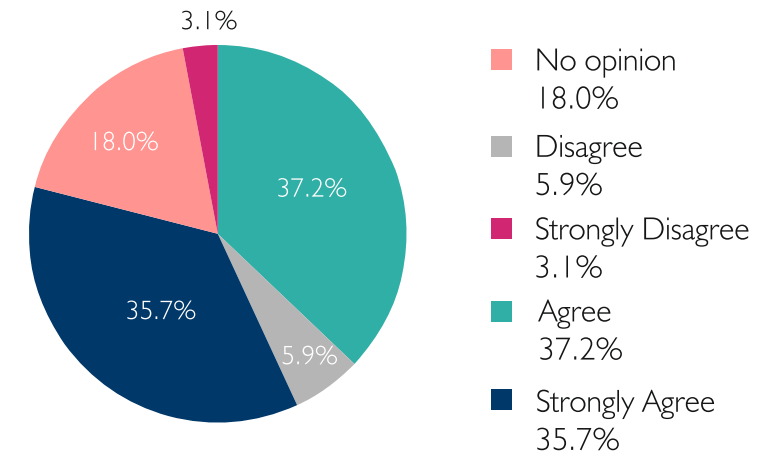
Count of [Helped me discover new aspects of myself that I didn't know existed before]



According to the feedback, 43.3% of students strongly agreed that this Internship helped them to discover new aspects of themselves that they didn't know existed before 43.4% of students agreed, and 9.3% had no opinion on whether it helped them or not, 2.6% of the students have a disagreement.

Provide me with the contact which may lead to future employment

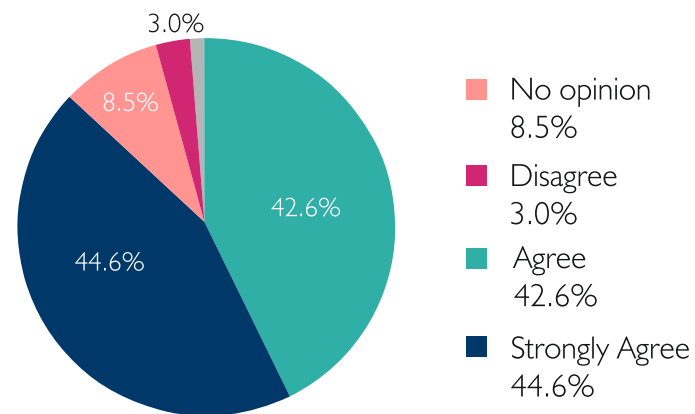
Count of [Provide me with the contact which may lead to future employment]



According to the feedback, 35.7% of students strongly agreed that this Internship provided them the contacts which may lead to future employment, 37.2% of students agreed with it, 18% had no opinion on whether it helped them or not, 9% of the students have a disagreement.

Helped me develop new interest and abilities

Count of [Helped me develop new interest and abilities]



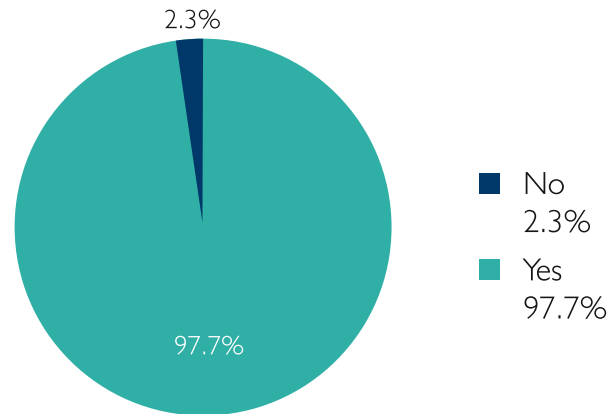
According to the feedback, 44.6% of students strongly agreed that this Internship helped them to develop new interests and abilities, 42.6% of students agreed, 8.5% had no opinion on whether it helped them or not, 3% of the students have a disagreement.

In which areas did you most develop and improve

According to the feedback, the majority of development and improvements have been observed in the field of, Leadership skills, social responsibility, time management, communication, socializing, interpersonal skills, the workshops which were held helped them to develop in photography, technical, documentation part.

Did you like the offline experience of the Rural Internship

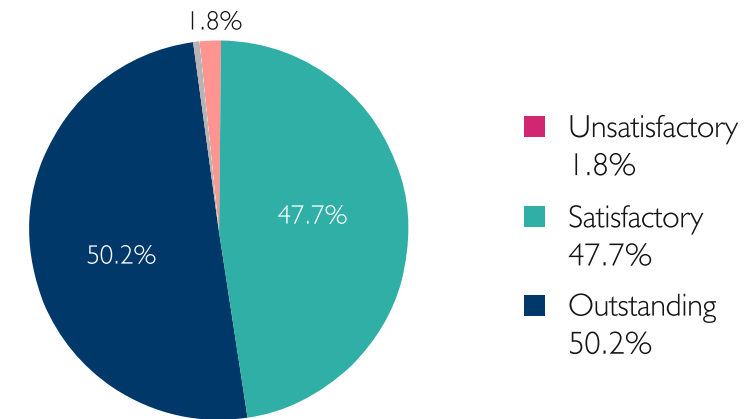
Count of [Did you like the offline experience of the Rural Internship]



According to the given data, 97.7% of the students liked the offline experience of the Rural Internship.

The overall experience of the Rural Internship

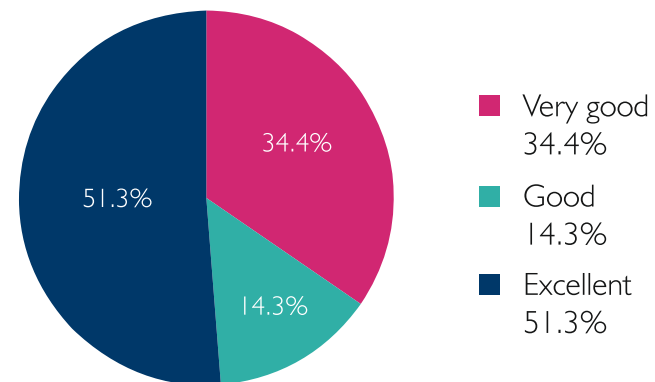
Count of [Overall experience of the Rural Internship]



According to the feedback so received, 50.2% of the students believed that 50.2% of the overall experience of the entire Rural Internship Experience was outstanding and for 47.7% it was satisfactory. Considering the data, 1.8% were unsatisfied with the experience.

How do you rate the functioning of the Rural Internship office at SLS, PDEU

Count of [How do you rate the functioning of the Rural Internship office at SLS, PDEU]



The functioning of the Rural Internship office at SLS, PDEU can be rated as per feedback, 51.3% Excellent, 14.3% good, 34.4% very good.

Lastly, this can be concluded with some valuable suggestions for Rural-Urban technology gap / any innovation idea to help the underprivileged and so far the collected data there are a few points which can be taken into consideration just as;

New technologies can contribute to improving the quality and reducing the costs of delivering services to rural communities. ICT solutions allow rural communities to access high-quality services by overcoming physical distances and road or rail infrastructure challenges.

Well-trained professional to impart basic communication skills to students. Also, a trainer to teach basic skills of the computer to students.

Rural people should provide bicycles to connect themselves to the big towns which will increase employment in that area and indirectly will help people for better living.

We can introduce MOBILE SCHOOLS: All we need are some volunteers and a well-equipped van/bus and the classroom can begin wherever it is parked, we can have weekend schools for underprivileged children in their remote areas. So instead of bringing children to the school, we can bring the school to the children.

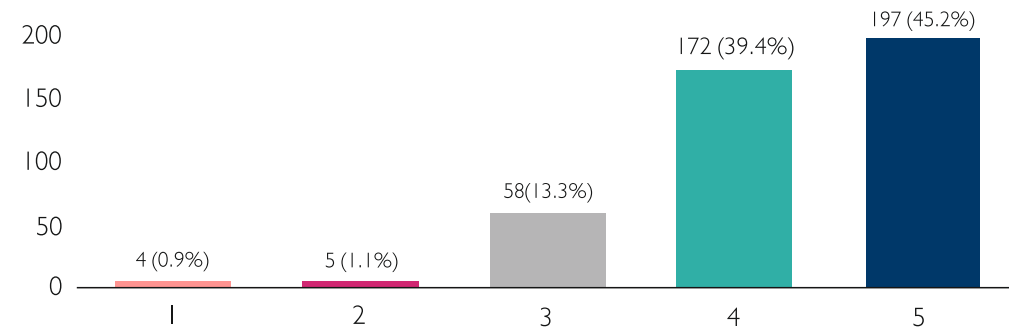
Introduction of computer-related subjects at local schools to help them be more attuned to technology know-how which is highly needed in the modern world and many such of them were proposed.



Parents Feedback

How helpful do you find this internship for your ward?

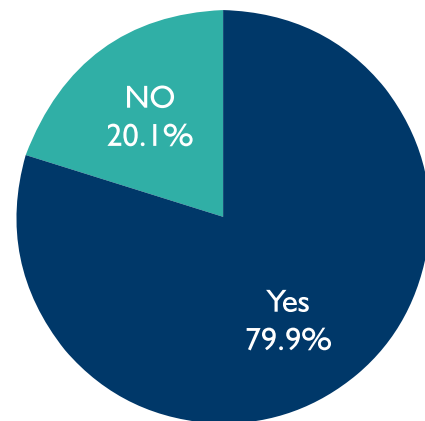
How helpful do you find this internship for your ward? (Rate on scale 1-5.5 being highest)
436 Responses



On a scale of 5 and according to the observed data, 45.2% of the parents rated for 5, 39.4% rated for 4, 13.3% rated for 3, 1.1% rated for 2, and 0.9% rated for 1.

Do you notice any change in your ward's behaviour after the rural Internship?

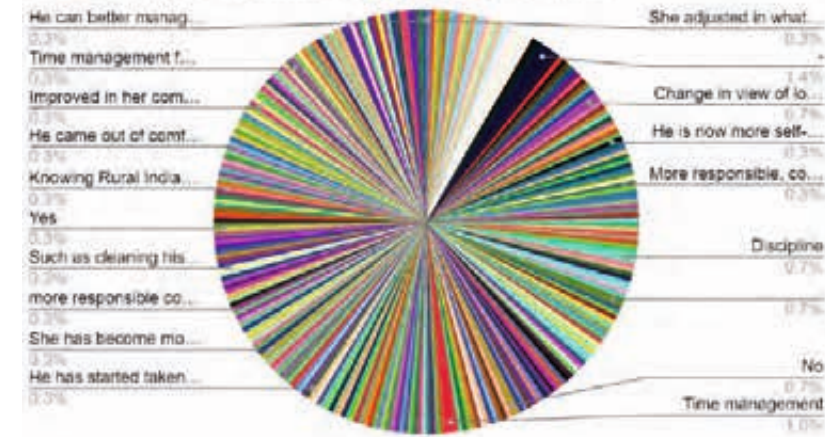
Count of do you notice any change in your ward's behavior after the Rural Internship



According to the data so generated from feedback collected from parents, this can be determined that 79.9% of parents agreed that they have noticed changes in their ward's behavior, and that has helped them a lot for overall development as they believe that this internship upscaled the students to face the challenges and to absorb the work environment they get. While 20.1% of the parents have not observed much changes in their child so far.

If yes then what change did you find

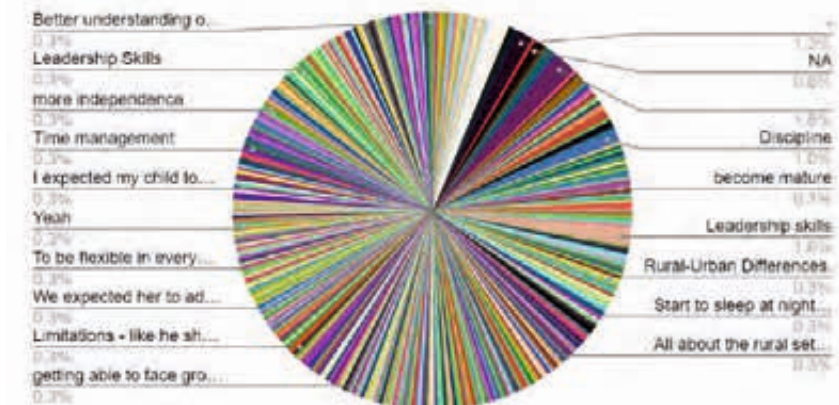
Count of If yes then what change did you find ?



As per the feedback, changes so observed are and More humility and expression of gratitude towards small things. Values the given resources, being flexible, got more responsible, independent, time management, and many more.

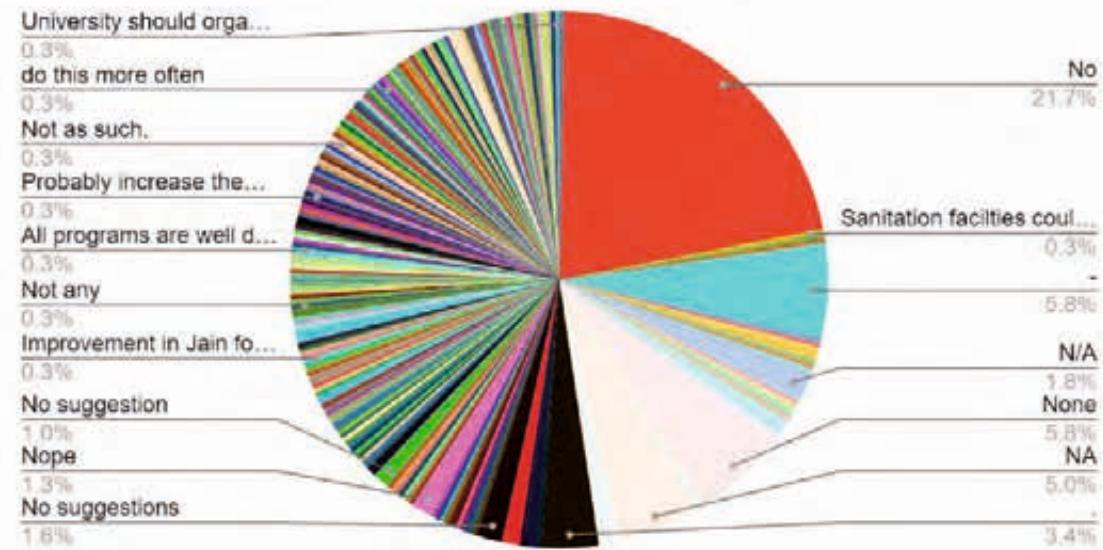
What did you expect your child to learn from the Rural Internship

Count of What did you expect your child to learn from rural internship



Any suggestions that you would give to upscale the impact of Rural Internship program conducted by SLS, PDEU.

Count of Any suggestions that you would give to upscale the impact of RI program conducted by SLS, PDEU.



According to the feedback, 21.7% of parents had no suggestions for the Rural Internship and are sufficient with the program, there were few suggestions that actually enhances to increase the timeline so that the ward tend to learn more aspects.





TESTIMONIALS



Tirth Shah (20BABBA368)

This was a lifetime experience for me as we learnt a lot of things and I had a good time with my friends. I got to know about the lifestyle, culture, and Challenges of the Rural India. I also understood the importance of conserving nature for our future generations and to adapt the principle of sustainability in our practices and lifestyle. I also enjoyed imparting my knowledge and skills to the local students there which made me realize that knowledge is meant to be shared, the more you share the knowledge the more will the people and nation progress. The lessons learnt by me will serve as a feather in my cap during my upcoming career years.



Arnav Kurup (21BABBA392)

Going to Rural Internship was a very different experience for me. I had to step out of my comfort zone, as there was no mobile network, the food there was different, the washrooms there were different, and the climate there was so cold compared to where I live. We enjoyed playing with the kids, interacting with the faculty and learning about their lifestyle. We went trekking three times and we even had a cultural program on our last day. Even though it was difficult, all of us had fun during our stay at Internship and a major exposure to a unique way of life which taught me gratitude.



Richa Sachwani (20BABBA337)

During the NGO stay I went to Lokniketan Virampur for my stay. It was overall a great experience over there. I learned to adjust in a new environment and come out of my comfort zone. They provide maximum facilities and care at the NGO. I was really happy to see the students over there and how they follow all the NGO rules with all the joy.

We visited the village and other places and it taught us many new things. We enjoyed a lot in this stay. It was a learned experience with a lot of new exploration of places. I made new friends which didn't happen due to the lockdown. At last I would like to say that being in a rural area made me more close to rural people and students and their problems.



Ayushi Barnwal (21babba397)

The overall experience was very wholesome and it was nothing as I had anticipated it to be. The memories I have made won't be forgotten I am quite sure and the people whom I met there won't be as well. I went with a single friend but returned with a whole bunch of them.



Shubham Pandit (20BABBA036)

That rural internship in Lokniketan Trust, Virampur was fascinating for me since I not only learned new things, but I also met a lot of new people and learned how to operate in a group. We also learn how to survive without the internet or, to put it another way, with restricted resources. It was completely outside of our comfort zone, so I learned to live without technology and with little resources. It was one of my favourite memories, which I shared with my fellow PDEU students. I'd want to express my gratitude to our university for organising such a lovely and enjoyable trip.



Harsh Sheth (21BABBA409)

My internship started from 24/12/21 - 30/12/21. I was the leader of my group (Infinity). My experience was quite good and learnable because I understood the meaning of simple living and hard work. Surveying about the lifestyle of the locals their problems - solutions. The best part was the interaction and activities with the students of the trust.

Seeing them happy with the lifestyle they have was a game changer. My perspective about being happy and having materialistic stuff changed. Seeing them happy with the resources they have made me feel blessed about things I have. Even the trekking was a fun part. And being the leader of my group I learned many useful things which helped me understand about that qualities a leader should possess in order to make the group work.



Saumya Jhaveri (20BABBA014)

I went to Ratanpur. I would say every aspect of the internship was good but it could be better if we could actually work for the community or actually do some physical work more. It was well arranged in this difficult time. Workshops were excellent and very informative. Due to covid reason we couldn't attend NGO in person. It would be surely better to actually go there and see rather attending an online session. Communication was good from management. Overall experience was informative, knowledgeable and made us go out of our comfort zone.



Maitreyee Sharma (21BABBA152)

This group visited Lokniketan trust, Sembalpani. This visit was engulfed with fun and joyful experiences along with learning indulgences. Interacting with the local villagers was interesting as well as it showcases the true face of the rural regions. The authorities, school students and staff members, as well as the villagers were warm and welcoming. It was a very nice experience spending time with my college colleagues. Having not met my classmates priorly and with the on going pandemic situation, I was nervous about this trip however it turned out to be a beautiful experience. I appreciate the wholistic education pattern that is followed in the Lokniketan Trust School. It definitely is a great factor to undertake the education of the students from every possible persepective of human development. The teachers and students shared a beautiful bond. I made memories and learned lessons such as compassion, management for self and group, interpersonal as well as intrapersonal communication skills, and discipline.



Kavya Shah (21BABBA387)

I was in the group which visited the Samvedna Trust. This visit was engulfed with fun and joyful experiences along with learning indulgences. Interacting with the local villagers was interesting as well as it showcases the true face of the rural regions. The authorities, school students and staff members, as well as the villagers were warm and welcoming. It was a very nice experience spending time with my college colleagues. Having not met my classmates earlier and with the ongoing pandemic situation, I was nervous about this trip however it turned out to be a beautiful experience. I appreciate the holistic education pattern that is followed in the Samvedna trust. It definitely is a great factor to undertake the education of the students from every possible perspective of human development. The teachers and students shared a beautiful bond. I made memories and learned lessons such as compassion, management for self and group, interpersonal as well as intrapersonal communication skills, and discipline. I tank SLS, PDEU and RI Coordinators for this lovely experience.

RI Volunteers



Kevin Padaliya



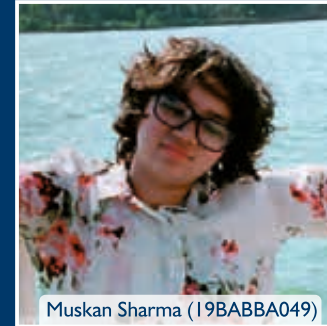
Minhal Sherathiya



Neel Kakadiya



Raj Ranipa



Muskan Sharma (19BABBA049)



Nihar Jain (19BCO069)



Palak Rajput (19BABBA071)



Priyansh Thakkar (19BABBA191)



Tirth Manavadaria



Seniors

RI Team
2021



Aashka Bhatt (19BCO014)



Aman Badlani (19BCO001)



Prushti Mistry (19BABBA030)



Samyak Shah (19BCO027)



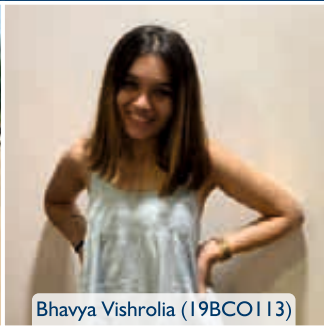
Sejal Singh (19BABBA280)



Shaloom Niyomuvunyi (19BABBA307)



Bhavik Vashisth (19BCO077)



Bhavya Vishrolia (19BCO113)



Chirasvi Desai (19BABBA019)



Jigar Sarang (19BABBA179)



Sonam Wangmo (19BABBA314)



Varun Yadav (19BABBA028)



Wangmo Tamang (19BABBA306)







Dr. Neeta Khurana

Neeta Khurana is a senior Faculty in the Department of Languages, Literature and Aesthetics. She has been a Gold Medalist during her Masters and stood second in her Gujarat Public Services Exam (GPSC). Having served the Govt. of Gujarat for almost 15 Years she has been working at PDPU since 2010. She has lectured and published extensively on Gender, Semiotics, and Communication Skills in National Institutes. She was invited for a lecture series on Gender, Films and Self Narratives by Washington & Jefferson College, Pittsburgh, USA in April 2016. She has coordinated and worked with over 500 village kids under Community Development Initiative of PDPU in 2015. She is the Principal Coordinator of the Rural Internships and Civic and Social Service Internship at PDPU and coordinates with over 200 NGO's and civic bodies every year along with over 1000 students as interns. She is a published author with five books to her credit along with her Autobiography titled 'Soulful Whispers' under Rawat Publications. She was awarded the 9th Boston Green Fest Award at Boston Massachusetts, USA for her work with over 2000 rehabilitated slum dwellers and Bootlegger women of Chhara community in recognition for her contribution towards a more sustainable future through education and research. Global Green Mentors Award 2017 in New York, Bharat Vikas Award in 2018. She was an invited by Oxford University during UIDP Conference 2019 as a Speaker.

Her research projects include International, National (ICSSR) and consulting assignments for the Industry and Government. She is also serving as a co-program chair for Study in India short term programs for Sacred Heart University (USA) Students and has coordinated rural exposure for students from USA, Australia & Canada. She has visited International Universities in USA, Europe and Asia for academic & research work. She has successfully taught two Collaborated International Online Learning (COIL) courses to students of USA and India during the Pandemic in collaboration with American Professors in 2021 and 2022. Working in rural Areas and urban poor and generating awareness towards Culture, Arts and heritage is her passion.



Lt. Khushali Purohit

Lt Khushali Purohit has been with Pandit Deendayal Energy University (Formerly PDPU) since its inception in 2009. She holds a Master's Degree in Sanskrit and Diploma in Journalism. She is a senior administrative officer and holds the charge of Associate NCC Officer and imparts her learnings to the young NCC cadets in the form of "patriotic training" with a "character-building focus" in association with 1 Gujarat Girls Battalion. She has the distinction of being a Sharma Cup Awardee for displaying excellence in leadership qualities at Officer's Training Academy(OTA), Gwalior (MP), 2015 among many other NCC Accolades. She has been felicitated with Outstanding Motivator for NCC Youth by Additional Director General of Gujarat Directorate, NCC in 2018.

Adding to above Lt Purohit is the coordinator of Rural Internship at School of Liberal Studies instrumental in sending all First Year students to an immersive 21 day Rural internship every year. She has coordinated the Rural & Civic and Social Service Internship for Engineering Students of the university coordinating with over 200 NGOs across India. Being a coordinator of Audit Programs and Exposure to NCC program, which are extension workshops and skill development programs she has successfully coordinated over 700 workshops for students of SLS. Lt Purohit has recently received EW India Higher Education Grand Jury Rankings 2022-23 Award for Social and Community Impact for various action research undertaken and Impact Assessment Initiatives and studies.

Apart from her administrative assignments, Lt Purohit is involved in funded consultancy projects of bp 'PROSPER' project in Banaskantha and GPCL Modhera project in Mehsana district.

Lt Purohit is a trained mountaineer, amateur runner and an endurance cyclist. She has secured a position in Limca Book of Records, where she had cycled from Kullu to Khardungla(18380 ft) in 2013. In 2017, she also participated in the Satara Hill Half Marathon and secured a place in the Guinness Books of World Records, among several other accomplishments.

She has the unique distinction of being the first girl from Gujarat to complete the 1000 km cycling marathon in 2017 after completing all the BRMs 200,300,400,600 kms in the same year i.e. 365 days, which she completed in 22 days, which made her BRM's first female cyclist of Ahmedabad and BRM Super Randonneur.

She has qualified for the world's prestigious cycle event Paris-Brest-Paris 2019 to represent India.

Adding feathers to the cap Lt Purohit has published two books as co-editor and co-authored two reports.

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You Need To Feel India***

