

Social Internship

[Community Engagement and Social Responsibility]

Social Internship Final Report

3rd June – 30th July 2024



Submitted by:

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Program: B.E - C.S.E(Hons)(AiML)
(Social Internship for
3rd Semester)

Submitted to:

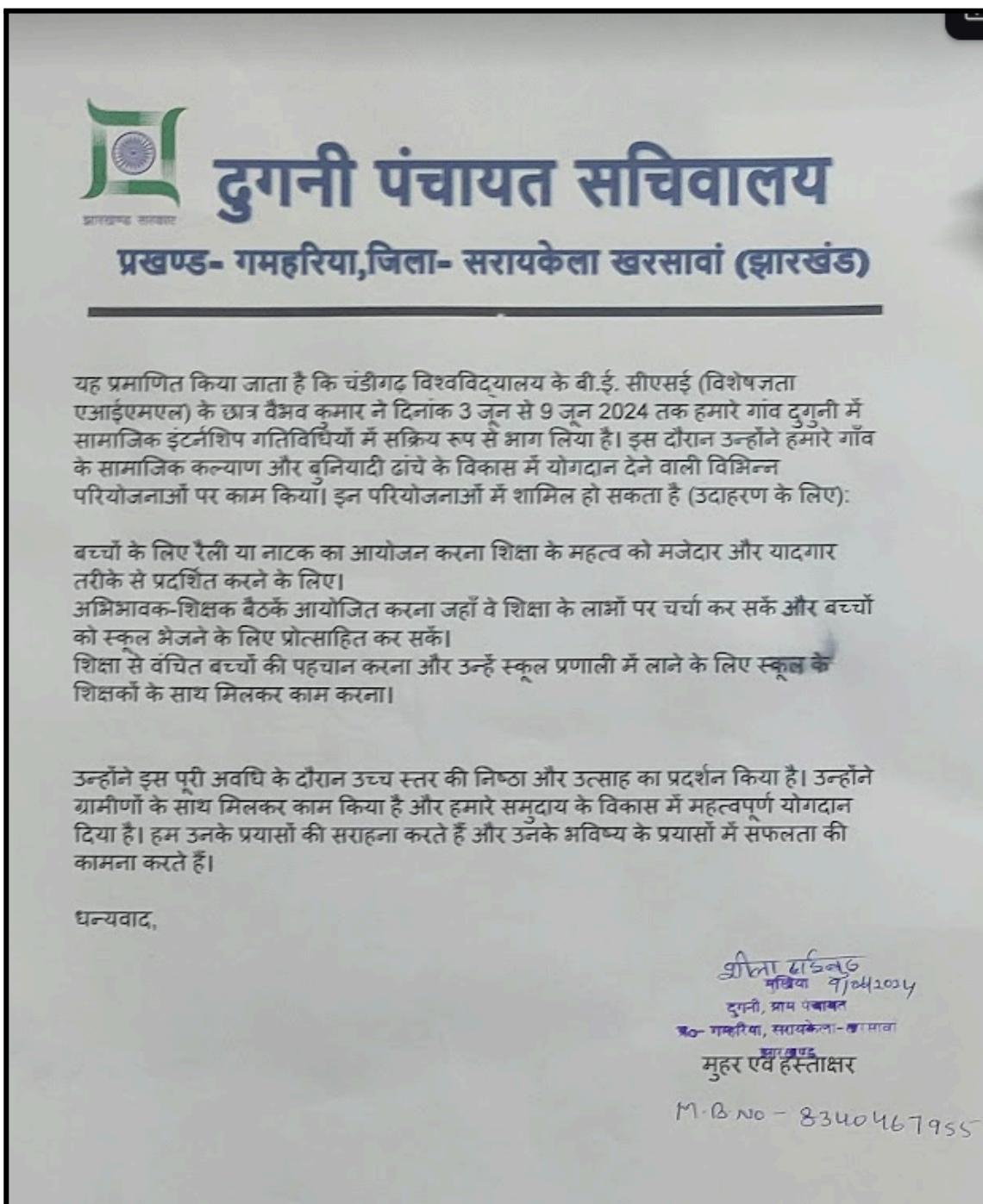
Social Internship Coordinator : Mr.Uzzol Mondal

Department Name: B.E C.S.E(Hons)(AiML)

Institute Name: Apex Institute of Technology,
Chandigarh University

Certificate / Letter by the Gram Pradhan/ Sarpanch/ Mukhiya [duly signed and stamp]

WEEK-1



WEEK-2


दुगनी पंचायत सचिवालय

प्रखण्ड- गमहरिया,जिला- सरायकेला खरसावां (झारखंड)

यह प्रमाणित किया जाता है कि चंडीगढ़ विश्वविद्यालय के बी.ई. सीएसई (विशेषज्ञता एआईएमएल) के छात्र वैभव कमार ने दिनांक 10 जून से 16 जून 2024 तक हमारे गाँव दुगनी में सामाजिक इटर्नेशिप गतिविधियों में सक्रिय रूप से भागे लिया है। इस दौरान उन्होंने हमारे गाँव के सामाजिक कल्याण और बैनियादी ढांचे के विकास में योगदान देने वाली विभिन्न परियोजनाओं पर काम किया। इन परियोजनाओं में शामिल हो सकता है (उदाहरण के लिए):

उन्होंने गाँव के किसानों के साथ मिलकर काम किया और उनकी कृषि संबंधी समस्याओं का समाधान खोजने में उनकी सहायता की।

उन्होंने गाँव के कृषि विजान केंद्र का दौरा किया और वहां से प्राप्त ज्ञान का उपयोग करके किसानों को उन्नत लेकिन किफायती कृषि तकनीकों के बारे में शिक्षित किया। यह संभव है कि उन्होंने निम्नलिखित गतिविधियों में भाग लिया हो:

मिट्टी परीक्षण कराना यह निर्धारित करने के लिए कि मिट्टी में किन पोषक तत्वों की कमी है और उसी के अनुसार फसल चयन और उर्वरक उपयोग की सलाह देना।

जल संरक्षण तकनीकों को अपनाने के बारे में किसानों को सलाह देना ताकि सिंचाई के लिए पानी की खपत को कम किया जा सके।

कीट नियंत्रण के लिए जैविक तरीकों को अपनाने के बारे में किसानों को शिक्षित करना ताकि रासायनिक कीटनाशकों के अत्यधिक उपयोग को रोका जा सके।

उन्होंने इस पूरी अवधि के दौरान उच्च स्तर की निष्ठा और उत्साह का प्रदर्शन किया है। उन्होंने ग्रामीणों के साथ मिलकर काम किया है और हमारे समुदाय के विकास में महत्वपूर्ण योगदान दिया है। हम उनके प्रयासों की सराहना करते हैं और उनके भविष्य के प्रयासों में सफलता की कामना करते हैं।

धन्यवाद,

श्रीला. टार्कुर
 नवंबर 14/06/2024
 दानी, प्राप पंचायत
 प्र०- गमहरिया, सरायकेला-खरसावां
 झारखंड
 मुहर एवं हस्ताक्षर
 १०३८०-८३५०५६१९५५

WEEK-3

इतारखण्ड सरकार

दुगनी पंचायत सचिवालय

प्रखण्ड- गमहरिया, जिला- सरायकेला खरसावां (झारखण्ड)

यह प्रमाणित किया जाता है कि चंडीगढ़ विश्वविद्यालय के बी.ई. सीएसई (विशेषज्ञता एआईएमएल) के छात्र वैभव कमार ने दिनांक 17 जून से 23 जून 2024 तक हमारे गांव दुगनी में सामाजिक इंटर्नशिप गतिविधियों में सक्रिय रूप से भाग लिया है। इस दौरान उन्होंने हमारे गाँव के सामाजिक कल्याण और बुनियादी ढांचे के विकास में योगदान देने वाली विभिन्न परियोजनाओं पर काम किया। इन परियोजनाओं में शामिल हो सकता है (उदाहरण के लिए):

उन्होंने गाँव के स्वयं सहायता समूह (SHG) की महिलाओं के साथ बातचीत की और उनकी आवश्यकताओं और चुनौतियों को समझा।

उन्होंने उनकी क्षमताओं को विकसित करने और उनकी आर्थिक स्वतंत्रता को बढ़ावा देने के उद्देश्य से एक सराहनीय पहल की। उन्होंने स्थानीय सरकारी स्कूल के साथ सहयोग करके SHG महिलाओं के लिए एक सहयोगात्मक दोपहर की कक्षा का आयोजन किया। यह कक्षा महिलाओं को उनके ज्ञान को बढ़ाने और आने वाली चुनौतियों का सामना करने के लिए कौशल विकसित करने में सहायक बने।

उन्होंने इस पूरी अवधि के दौरान उच्च स्तर की निष्ठा और उत्साह का प्रदर्शन किया है। उन्होंने ग्रामीणों के साथ मिलकर काम किया है और हमारे समुदाय के विकास में महत्वपूर्ण योगदान दिया है। हम उनके प्रयासों की सराहना करते हैं और उनके भविष्य के प्रयासों में सफलता की कामना करते हैं।

धन्यवाद,

श्रीमति. हाई लुठ
मुख्यमंत्री 2024
दुगनी, गमहरिया, सरायकेला-खरसावां
झारखण्ड

मुहर एवं हस्ताक्षर

म-०९०-८३४०५६७९५५

Certificate/Letter by NGO(Duly signed and stamp)

WEEK-4



Index

S.No	Chapter	Page required	Page No.
1	Introduction	2	6-7
2	Review of Literature	3	8-10
3	Methodology	2	11-12
4	Day wise Activities List	4	13-16
5	Daily Diary Summary	5	16-20
6	Profile of Study Area	4	21-24
7	Addressing Various Socio-Economic Challenges	2	24-25
8	Local Governance and Decentralization at village	1	26-27
9	Government's efforts towards Holistic Rural Development and Promoting Inclusive Growth.	1	27-28
10	Findings	2	29-31
11	Suggestions & Recommendation	1	31-32
12	Conclusion	1	32-33
13	Summary	2	33-34
14	References	1	35
15	Photo Evidence	2	36-37

Introduction

Social Internship: Definition & Meaning

Social internships offer a unique opportunity for individuals to contribute to social good while gaining valuable professional experience. These programs focus on addressing social issues and promoting social justice within communities. Interns may find themselves advocating for specific causes, working to tackle social inequalities, or promoting environmental sustainability. Additionally, social internships often involve working directly with marginalized populations, offering firsthand exposure to the challenges they face.

The benefits of participating in a social internship are multifaceted. Firstly, interns gain practical experience in fields such as social work, community development, and non-profit management. This experience translates to the development of key skills like communication, research, and project management. Additionally, interns hone their ability to work effectively with diverse populations, a crucial skillset in today's world.

Furthermore, social internships foster empathy and a deeper understanding of social issues. By working directly with communities, interns gain firsthand knowledge of the challenges faced by different groups and develop a greater sense of social awareness. Additionally, these programs provide opportunities for networking with professionals in the social sector, creating valuable connections that can be beneficial for future career pursuits.

Limitations of the Social Internship

While social internships offer valuable exposure to social issues and the chance to make a positive impact, they can have limitations. Internship positions might be heavily focused on administrative tasks or fundraising, leaving less opportunity to directly engage with the communities being served. Additionally, the short-term nature of internships may limit the intern's ability to see the long-term impact of their work.

Information related to NGO

[Lok Samarpan](#) is a philanthropic social organization that has been working since 2015. Their vision is to ensure the rights of children and contribute to their optimum development.
Mission and Focus Areas:

Education: Lok Samarpan strives to provide education, learning, and interaction opportunities for all children, regardless of caste, creed, color, faith, or area.

Healthcare: They are involved in health care services and other initiatives.

Social Welfare: Lok Samarpan works for women's welfare, youth welfare, and human rights.

Intro

झारखण्ड के युवा, राज्य के लोगों के लिए स?

- ⓘ Page · Non-governmental organisation (NGO)
- 📍 Samarpan Jharkhand L614, Main Road Agrico Jamshedpur, Jharkhand, Jamshedpur, India, Jharkhand
- 📞 076311 74740
- ✉️ helpsamarpan@gmail.com
- 🌐 loksamarpan.org
- ⭐ Not yet rated (1 review) ⓘ

Lok Samarpan
12 April · 📸

Press Release

Jan extends hospitality to Sarhul



In a gesture of cultural exchange, Lok Samarpan extended a warm welcome to the President of India, Sri Ram Nath Kovind, during his visit to the state. The organization's president, Lalit Das, along with other members, received the President at the airport and extended their hospitality. The festival of Sarhul, which marks the beginning of the new year in the tribal calendar, was also celebrated with great enthusiasm. The festival is known for its vibrant colors, traditional music, and dance. The President was welcomed with traditional sweets and chocolates, fostering a spirit of unity and mutual respect between the different communities of the state.



स्थल काली माता मंदिर के समक्ष शहर की सामाजिक रिशाल सेवा शिविर लगाया गया, सेवा शिविर में श्रद्धालु मणि एवं चाकलेट भेट की गयी। संस्था के अध्यक्ष ललित स्त्री प्रमुख लोगों का फूल माला व अंगवरत्र भेटकर रखा।

'लोक समर्पण' ने भालुवासा में लगाया सेवा शिविर

सलाज के लोगों का स्वागत



लोक समर्पण बरसने ने लगाया नेवा शिविर
जल्दी नवोदय नगरपालिका के लोक सिविर कार्यालय में आयोजित किया गया नेवा शिविर में विभिन्न समाजों के सदस्यों ने श्रद्धालु मणि एवं चाकलेट भेट की गयी। सेवा शिविर लगाया गया। इस शिविर के अभियुक्तों को श्रद्धालु, श्रद्धालु के दूसरा भाग भेटकर रखा।

Recent Activities:

[Lok Samarpan celebrated an autumn meeting ceremony recently.](#)

[The organization's president, Lalit Das, met with the President of India.](#)

NGO Name-Lok Samarpan

Secretary Name- Mr. Lalit Das

Review of literature

Comprehensive Literature Review for Week-Long Plantation Drive, Village Case Study, SHGs, and BBBP/Mission Shakti

This literature review combines resources for my work across four weeks, encompassing a plantation drive, village case study, Self-Help Groups (SHGs), and the Beti Bachao Beti Padhao (BBBP) and Mission Shakti initiatives.

Week 1: Sarva Shiksha Abhiyan (SSA) Campaign

The Sarva Shiksha Abhiyan (SSA), launched in 2001, is a critical initiative in India's journey towards universal elementary education. Here's a review of the key themes explored in the literature on SSA:

Achievements:

- Increased Enrollment: Studies acknowledge a significant rise in enrollment rates, particularly at the primary level. Reports like those by Testbook [2] highlight a decline in out-of-school children and an improvement in the Gross Enrollment Ratio (GER).
- Improved Gender Parity: The SSA has addressed the gender gap in education. Research suggests a rise in the Gender Parity Index (GPI) at both primary and upper primary levels [2].

Challenges:

- Retention and Quality: While enrollment has improved, ensuring student retention and delivering quality education remain concerns. Research by Ratan Khasnabish and Tania Chatterjee [1] emphasizes the difficulty of retaining children in formal schooling.
- Equity Issues: Despite progress, issues of social category and gender disparities persist. Studies point out the need for targeted interventions to bridge these gaps [5].

Overall Impact:

The literature presents a mixed picture of the SSA's impact. While there's undeniable progress in enrollment and gender parity, challenges in retention and quality education remain.

Here are some additional points to consider when exploring the literature:

- Implementation Issues: Research often explores the challenges faced at the ground level, including bureaucratic hurdles and inefficient resource allocation.

- Sustainability:

The long-term sustainability of the program and its ability to maintain progress is a key area of discussion.

- Comparison with RTE Act: Studies sometimes compare the SSA with the Right to Children to Free and Compulsory Education Act (RTE Act) of 2009, analyzing their combined impact.

Week 4: Inspiration and Knowledge for a Plantation Drive

- **The Hidden Life of Trees: What They Feel, How They Communicate – Discoveries from a Secret World by Peter Wohlleben:** This book provides valuable insights into the interconnectedness of forests and ecosystems, promoting a deeper appreciation for the importance of planting trees.
- **The Man Who Planted Trees by Jean Giono:** This inspiring story showcases the transformative power of individual action in environmental conservation.
- **Planting: A New Perspective by Piet Oudolf and Noel Kingsbury:** While focused on gardens, this book offers valuable principles for plant selection, design, and sustainable planting practices applicable to large-scale plantation efforts.

Week 2: Village Case Study - Agriculture and Social Dynamics

- **Focus Areas:**
 - Village demographics and social structures (land ownership, decision-making) (<https://www.slideshare.net/slideshow/village-case-study/95247174>)
 - Farming practices, challenges, and recent innovations (https://www.researchgate.net/publication/311160893_Rural_Transformation_of_a_Village_in_Telangana_A_Study_of_Dokur_since_1970s)
 - Livelihoods, income generation, and dependence on external factors (<https://www.mdpi.com/2073-445X/12/8/1478>), Sustainability and environmental practices
- **Literature Sources:**
 - Academic journals (ScienceDirect, JSTOR) on agricultural economics, rural development, and geography (search for "case studies" and "village agriculture")
 - Government reports by agricultural development agencies or rural development ministries (https://www.researchgate.net/publication/360890369_Village_Agricultural_Development_Action_Plan_Through_Participatory_Rural_Appraisal_Technique_A_Case_Stud...)
 - NGO reports on rural development, Conference proceedings on rural development or sustainable agriculture
- **Keywords:** Village agriculture case study, rural livelihoods and agriculture, sustainable agriculture in villages, socioeconomic factors in village agriculture, challenges faced by smallholder farmers

Week 3: Self-Help

Groups (SHGs) and Village Development

- **Focus Areas:**
 - Impact of SHGs on women's empowerment (decision-making, financial independence, leadership)
[\(https://www.researchgate.net/publication/317487305_Women_Empowerment_through_Self_Help_Groups_Case_Study_in_Jalandhar_District_of_Punjab\)](https://www.researchgate.net/publication/317487305_Women_Empowerment_through_Self_Help_Groups_Case_Study_in_Jalandhar_District_of_Punjab)
 - Economic benefits of SHGs (micro-credit, income generation, savings)
[\(https://www.researchgate.net/publication/365985431_Review_of_the_Functioning_of_SHG_in_the_Context_of_Economic_Development_of_the_Women_Members_and_its_Impact_on_their_Income\)](https://www.researchgate.net/publication/365985431_Review_of_the_Functioning_of_SHG_in_the_Context_of_Economic_Development_of_the_Women_Members_and_its_Impact_on_their_Income)
- **Literature Sources:**
 - Academic journals on development studies, women's studies, and social work (search for "SHGs," "case studies," and "village development")
 - Government reports by agencies focused on rural development and women's empowerment. World Bank publications on poverty alleviation and microfinance initiatives
 - Thematic reports by UN Women and UNDP on women's empowerment and development
- **Keywords:** Self-Help Groups (SHGs) case study, impact of SHGs on women's empowerment in rural India, SHGs and microfinance in village development, social change and SHGs in villages, challenges faced by SHGs in rural areas

Week 4: Inspiration and Knowledge for a Plantation Drive

- **The Hidden Life of Trees: What They Feel, How They Communicate – Discoveries from a Secret World by Peter Wohlleben:** This book provides valuable insights into the interconnectedness of forests and ecosystems, promoting a deeper appreciation for the importance of planting trees.
- **The Man Who Planted Trees by Jean Giono:** This inspiring story showcases the transformative power of individual action in environmental conservation.
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Methodology

This report details a four-week social internship undertaken from June 3rd to June 30th, 2024. The internship involved volunteering with two organizations:

- **Weeks 1-3 (Dugni Village):** Lok Samarpan NGO (focus on education)
- **Week 4 (Jamshedpur):** Lok Samarpan NGO (focus on environmental initiatives)

The report is divided into two sections:

Section 1: Weeks 1-3 (Dugni Village):

- Focuses on the "Back to School Buzz" campaign and work with Lok Samarpan in Dugni village.
- Analyzes the challenges faced by the education system in the village and the impact of the campaign.
- Explores the importance of traditional agricultural practices and the need for sustainable solutions.
- Discusses the role of Krishi Vigyan Kendra (KVK) and potential collaboration to address agricultural issues.

Section 2: Week 4 (Jamshedpur):

- Focuses on the tree-planting initiative undertaken by Lok Samarpan in Jamshedpur.
- Analyzes the importance of increasing green cover and the challenges faced in urban environments.
- Highlights the collaborative effort with local communities and the potential for long-term success.

Week 1 (Dugni Village):

Data Collection:

- **Participant Observation:** This method was chosen because it allowed for direct immersion in the "Back to School Buzz" campaign activities. Observing interactions between stakeholders provided a nuanced understanding of the campaign's effectiveness and community responses.
- **Informal Interviews:** Short, focused conversations enabled gathering insights from key individuals without disrupting the campaign's flow.

Recommendation: Consider including brief surveys with parents to capture their specific concerns and aspirations regarding their children's education.

Week 2 (Dugni Village):

Data Collection:

- **Participant Observation:** Actively participating in outreach activities allowed for firsthand understanding of farmers' practices and challenges. Observing Dr. Mishra's interaction with farmers provided valuable insights into soil analysis and solutions.

- **Informal**

Interviews: Conversations with Mr. Singh, Sheela Haibru, and Dr. Mishra offered deeper understanding of local perspectives and potential solutions.

Recommendation: Consider incorporating photovoice, a technique where participants take photos to represent their experiences and concerns related to agriculture.

Week 3 (Dugni Village):

Data Collection:

- **Participant Observation:** Continued participant observation allowed for tracking the development of the collaboration between Lok Samarp, KVK, and farmers.
- **Informal Interviews:** Conversations with students, Mukhiya Haibru, Dr. Mishra, and farmers provided insights into stakeholder perspectives on the proposed collaboration.

Recommendation: If resources permit, consider conducting a pre- and post-test with students to assess the effectiveness of the session on modern agricultural practices.

Week 4 (Jamshedpur):

Data Collection:

- **Participant Observation:** Actively participating in tree-planting activities provided firsthand experience of the challenges and strategies involved in different environments. Observing community interaction fostered understanding of public perception towards the initiative.
- **Informal Interviews:** Short conversations with various stakeholders – Lalit Das, shopkeepers, students, and a Tata Steel representative – provided diverse perspectives on the importance of green cover and community engagement.

Recommendation: Consider incorporating a short survey with shopkeepers in Bistupur market to gauge their interest in long-term tree care and explore potential support mechanisms.

Overall Justification for Methodology:

The chosen methods prioritized understanding the social context and stakeholder perspectives within the internship's timeframe. Participant observation provided a holistic view of activities, while informal interviews allowed for focused inquiries. This combination offered valuable qualitative data for analysis.

Additional Recommendations:

- Maintain a detailed research journal throughout the internship to capture ongoing reflections, questions, and emerging themes.
- Consider incorporating a creative element, like photography or videography, to document the internship experience and its impact.

Day Wise Activities List

S. No	Day	Date	Activity Name	Brief Description of Activity / visit	Objective of Activity / visit	Outcome of Activity / visit
1	Week1 /Day1	June 1st	Introductions and Campaign Preparation	Met school staff, Mukhiya Haibru, and students. Helped prepare for the "Back to School Buzz" campaign.	- Integrate with school community. - Understand campaign goals.	- Established rapport with stakeholders. - Gained insight into campaign strategy.
2	Week1 /Day2	June 4th	School Meeting	Observed parent-teacher discussions about student enrollment. Translated key points for clear communication.	- Understand parental concerns regarding education. - Facilitate communication between parents and teachers.	- Identified concerns about long commutes, job prospects, and financial burdens. - Promoted clarity through translation.
3	Week1 /Day3	June 5th	Campaign Launch - Door-to-Door Visits	Participated in a student-led march promoting education. Visited houses with Mukhiya Haibru to explain the campaign.	- Encourage student enrollment after the vacation. - Address community concerns about education.	- Increased awareness about the importance of education. - Addressed hesitation and encouraged enrollment.
4	Week1 /Day4	June 6th	Welcome Back Celebration	Volunteered with a play and games during a celebration for returning students. Explained scientific concepts in a simplified manner.	- Celebrate student return and learning. - Spark curiosity and interest in education.	- Fostered a welcoming environment for returning students. - Ignited a spark of curiosity in students.
5	Week1 /Day5	June 7th	Recognition and Fun	Observed student recognition ceremony and participated in a board game	- Acknowledge student achievements and participation. - Combine learning	- Increased student motivation through recognition. - Promoted learning through a fun activity. - Witnessed the importance of the mid-day



				competition. Volunteered with the mid-day meal service.	with entertainment. - Support student well-being.	meal program.
6	Week1 /Day6	June 8th	Farewell and Future Plans	Discussed plans with Mukhiya Haibru to focus on farmers' needs in the coming week.	- Plan for the next week's activities. - Address concerns of the farming community.	- Established a plan to connect with farmers and discuss the benefits of education.
7	Week2 /Day1	June 10th	Meeting with Sheela Haibru	Discussed village climate, soil properties, and traditional agricultural practices.	Understand current agricultural practices and challenges faced by farmers.	Learned about sub-tropical climate, red lateritic soil with water retention issues, reliance on rain-fed agriculture, and limitations of traditional methods.
8	Week2 /Day2	June 11th	Observing Mr. Singh's farm	Witnessed traditional farming methods and discussed water conservation techniques.	Observe traditional practices and assess water management challenges.	Confirmed importance of crop rotation and intercropping, identified water retention issues in lateritic soil, and recognized limitations of traditional water conservation methods.
9	Week2 /Day3	June 12th	Observing women weeding a field	Witnessed women's role in agriculture and discussed their knowledge of local seeds.	Understand women's contribution to agriculture and traditional seed knowledge.	Highlighted crucial role of women in decision-making, seed selection, and labor. Understood their knowledge of local seeds and traditional practices and their importance for food security.
10	Week2 /Day4	June 13th	Visit to Krishivigyan Kendra (KVK)	Met Dr. Mishra (soil scientist) and learned about solutions for lateritic soil.	Explore potential solutions for soil and water management challenges.	Gained knowledge about contour farming, mulching, and soil analysis. Dr. Mishra offered to analyze Mr. Singh's soil for specific recommendations.
11	Week2 /Day5	June 14th	Sharing observations with students	Presented observations and discussed modern agricultural techniques with students.	Gauge students' interest in modern agriculture and identify potential solutions.	Sparked students' curiosity about modern irrigation, drought-resistant crops, and technology in agriculture. Proposed collaborating with KVK to organize workshops for farmers.
12	Week2 /Day6	June 15th	Meeting with farmers and KVK represen	Organized a meeting to discuss soil test results, water conservation, and potential	Facilitate collaboration between farmers and KVK for knowledge sharing	Dr. Mishra presented soil test results and water conservation techniques. Farmers expressed interest in exploring new methods like



			tatives	solutions.	and improved practices.	contour farming and mulching. Proposed microloans, subsidies, and a farmer's cooperative for resource sharing and risk mitigation. Established foundation for future collaboration with KVK to support sustainable agriculture.
13	Week3 /Day1	June 17th	Stepping into the World of Mahila Samitis	Visited "Sakhi Manch" Mahila Samiti in Haldibani.	Understand the concept and function of SHGs.	Witnessed internal conflict within the SHG, highlighting the importance of strong group dynamics.
14	Week3 /Day2	June 18th	Narayanpur and Trintima Visits	Visited Narayanpur and Trintima Mahila Samitis.	Learn about diverse realities and challenges faced by SHGs.	- Narayanpur SHG: Need for veterinary training for goat rearing. - Trintima SHG: Limited production due to lack of irrigation.
15	Week3 /Day3	June 19th	Barakha khra and Saraikele a Ward Visits	Visited Barakhakra and Saraikele Ward Mahila Samitis.	Explore new avenues and unforeseen challenges within SHGs.	- Barakhakra SHG: Need for marketing strategies for hand-painted plates. - Saraikele Ward SHG: Need for financial literacy and business management skills for poultry farming.
16	Week3 /Day4	June 20th	Hanswahini and Saharanpur Visits	Visited Hanswahini and Saharanpur Mahila Samitis.	Learn from successful SHGs and identify factors contributing to their success.	- Hanswahini SHG: Importance of conflict resolution and leadership within SHGs. - Saharanpur SHG: Need for market access beyond local fairs for handcrafted textiles.
17	Week3 /Day5	June 21st	Deepshika Mahila Samiti Visit	Visited Deepshika Mahila Samiti.	Understand a model of empowerment and collaboration within SHGs.	Deepshika SHG's story highlighted the importance of: - Capacity building through financial literacy training. - Collaboration for knowledge sharing. They proposed workshops for other SHGs.
18	Week3 /Day6	June 22nd	Yoga Day at Ashram and Collabor	Participated in Yoga Day celebrations and discussed collaboration	Explore potential for collaboration between SHGs.	Identified a spark of hope for a network connecting SHGs across villages for knowledge sharing, resource procurement, and marketing.



			ation Discussions	opportunities with SHGs from other villages.		
19	Week4 /Day1		Informative Session & Planting at Jubilee Park	Attended a session on Jamshedpur's green cover decline. Planted native saplings (Neem, Peepal, Kadamba) at Jubilee Park.	- Raise awareness about decreasing green cover. - Contribute to increasing green cover in Jamshedpur. - Gain experience with tree planting techniques.	- Planted over 100 saplings. - Learned about the importance of native species. - Kicked off the tree-planting week.
20	Week4 /Day2		Planting at Bistupur Market	Planted saplings along roadsides in the bustling Bistupur market.	- Increase green cover and provide shade in a busy commercial area. - Raise awareness among shopkeepers about environmental issues.	- Planted saplings for dust control and shade. - Gained support and interaction with shopkeepers. - Learned about the environmental impact of trees (pollution absorption).
21	Week4 /Day3		Planting with Khargil School Students	Planted trees near Khargil School with enthusiastic student participation.	- Increase green cover near the school. - Involve students in environment	- Planted over 150 saplings, exceeding the target. - Witnessed students' commitment to caring for the trees. -
22	Week4 /Day4		Planting at Tata Steel Complex	Planted trees in designated areas for creating mini urban forests within the Tata Steel complex.	- Increase green cover and improve air quality in the industrial area. - Support Tata Steel's sustainability initiatives.	- Contributed to a project with a high success rate for sapling survival. - Learned about the importance of large-scale greening efforts.
23	Week4 /Day5		Replanting at Jubilee Park	Replanted trees in areas with damaged or diseased trees	- Maintain and improve the overall health of Jubilee Park's green cover.	- Planted around 120 saplings of native species. - Contributed to a healthier and greener park environment.
24	Week4 /Day6		Ensuring Long-Term Success	Focused on ensuring the survival of planted trees across all locations.	- Increase the chances of long-term survival for the new trees. - Foster community engagement in caring for the trees.	- Weeded around saplings and placed markers at Jubilee Park. - Gained commitments from shopkeepers /students. - Secured Tata Steel's support for maintaining the planted trees.

Daily Diary Summary

Week 1 :

Day 1:

- **Campaign planning:** Collaborated with school staff to plan a campaign encouraging students' return after vacation.
- **Banner preparation and student interaction:** Helped create awareness banners and interacted with students to build excitement.

Day 2:

- **School meeting:** Observed discussions about challenges parents face in sending children to school (distance, financial burden, job prospects).
- **Communication support:** Assisted teachers in translating key SSA benefits and government initiatives into the local dialect for clear communication.

Day 3:

- **Door-to-door outreach campaign:** Participated in a community outreach program led by Mukhiya Sheela Haibru to raise awareness about SSA benefits.
- **Addressing parental concerns:** Responded to questions and clarified doubts about educational opportunities and government support available to families.

Observations and Challenges

- **Hesitation among parents:** Concerns about distance, financial burden, and job prospects after education require tailored solutions and continued outreach.
- **Communication gap:** The importance of clear communication in the local dialect necessitates ongoing translation support.
- **Limited awareness:** Some parents require further information on the long-term benefits of education for their children.
- **Limited school infrastructure:** Observations suggest potential needs for improvement in facilities and resources at the village school.

Recommendations

- **Targeted outreach:** Organize separate meetings for parents with specific concerns (e.g., distance) to address their needs effectively.
- **Local champions:** Identify and collaborate with community members who can champion education and liaise between parents and schools.
- **Creative awareness campaigns:** Utilize street plays, local songs, and interactive sessions to enhance awareness and dispel misconceptions about education's value.
- **Infrastructure assessment:** Conduct a needs assessment of the village school to identify areas for improvement in facilities and resources, aligning with the SSA's focus on infrastructure development.

Day 4:

- **School activities:** Volunteered in organizing a play promoting education and led a fun game session with younger students.
- **Science class:** Conducted a science class for older students, explaining concepts in simple terms to ignite curiosity and encourage learning.

Day 5:

- **Student recognition ceremony:** Applauded students who actively participated in school events and welcomed newly enrolled students due to the campaign efforts.
- **Educational board game competition:** Organized a board game competition that blended entertainment with learning, reinforcing educational concepts.
- **Mid-day meal service:** Assisted with the mid-day meal program, recognizing its importance in providing nutritional support for focused learning.

Day 6:

- **Farewell and future planning:** Discussed future plans with Mukhiya Haibru, focusing on outreach to farmers in the coming week.
- **Community meeting with agricultural experts:** Brainstormed the idea of a meeting to address farmers' concerns and showcase how education can benefit their agricultural practices through modern farming techniques.

Week 2:

Day 8:

- Arrived in Dugni village, Jharkhand, to study agricultural practices.
- Met Sheela Haibru, the village head, and learned about the sub-tropical climate and red lateritic soil challenges.
- Discovered the reliance on rain-fed agriculture and traditional methods like crop rotation and intercropping.
- Noticed limitations of these methods due to the soil properties.

Day 9:

- Observed Mr. Singh's meticulous farming methods using crop rotation and intercropping.
- Understood the challenges of water retention in lateritic soil.
- Learned about the ineffectiveness of traditional water conservation techniques.

Day 10:

- Witnessed the active role of women in weeding, seed selection, and decision-making.
- Observed their knowledge of local seeds and traditional practices.
- Recognized the strong sense of community and shared knowledge among the women.

Day 11:

- Visited the Krishi Vigyan Kendra (KVK) - a beacon of hope for agricultural solutions.
- Met Dr. Mishra, a soil scientist, who explained challenges and offered solutions like contour farming and mulching.
- Observed a glimmer of hope in Mr. Singh as he saw practical solutions to his problems.

Day 12:

- Conducted a session at the village school to share observations and challenges.
- Engaged with students curious about modern techniques and the role of technology.
- Discussed findings with father and proposed collaborating with KVK for farmer workshops.

Day 13:

- Organized a meeting with farmers, Sheela Haibru, and KVK representatives.
- Dr. Mishra presented soil test results and recommended solutions like organic amendments and water conservation techniques.
- Addressed concerns about cost and risk by proposing microloans, subsidies, and a farmer's cooperative.
- Witnessed the seeds of collaboration being sown as farmers expressed willingness to explore new methods.

Week 3:

Day 15:

- Introduction to the concept of SHGs ("Mahila Samitis") with Mukhiya Sheela Haibru.
- First visit to "Sakhi Manch" Mahila Samiti in Haldibani - highlighted the importance of strong group dynamics.

Day 16:

- Visited Narayanpur Mahila Samiti - active in goat rearing with a microloan, need for veterinary training identified.
- Visited Trintima Mahila Samiti - focus on sustainable vegetable gardening, lack of irrigation facilities observed.

Day 17:

- Visited Barakhakhra Mahila Samiti - skilled in hand-painted plates, but require assistance with marketing strategies.
- Visited Saraikele Ward Mahila Samiti - poultry farming project faced challenges due to lack of financial literacy and management skills.

Day 18:

- Visited "Hanswahini" Mahila Samiti in Dugni - success story of overcoming internal conflicts through strong leadership and communication.
- Visited "Saharanpur" Mahila Samiti - established in 2008, successful in textile production, limited market access beyond local fairs. Both groups highlighted the importance of microloans for women's empowerment.

Day 19:

- Visited "Deepshika Mahila Samiti" - a model of empowerment and collaboration, showcasing diversified ventures and strong financial management. Their journey

emphasized the crucial role of capacity building, especially financial literacy training provided by the Anganwadi didi. They proposed workshops to share their knowledge with other women.

Day 20:

- Participated in International Yoga Day celebrations at the local ashram.
- Unexpected encounter with representatives from SHGs in other villages. Shared stories and discussed challenges, sparking the idea for a network connecting SHGs for knowledge sharing, collaborative procurement, and joint marketing.
- Discussed the possibility of offering a two-hour evening class with Mukhiya Haibru focusing on literacy, numeracy, and financial management skills for SHG members in the local government school.

Key Takeaways:

This week provided insights into the diverse realities and challenges faced by SHGs. The importance of strong group dynamics, skill development, market access, leadership, and capacity building was repeatedly highlighted. The planned evening classes and potential SHG network offer promising avenues for empowering rural women in the region

Week 4:

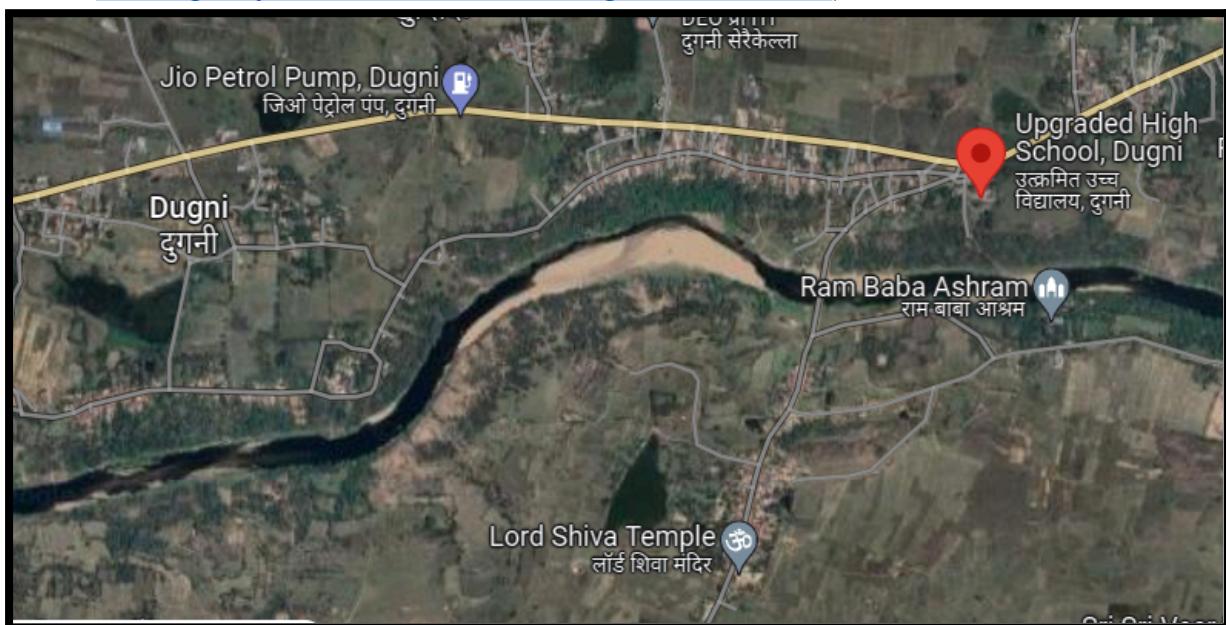
- **Day 22 (Monday, June 24th):** Planted over 100 native saplings (Neem, Peepal, Kadamba) at Jubilee Park.
- **Day 23 (Tuesday, June 25th):** Planted 80 saplings along roadsides in the bustling Bistupur market, focusing on dust control and shade provision.
- **Day 24 (Wednesday, June 26th):** Planted over 150 saplings near the Khargil School with enthusiastic student participation, fostering environmental awareness and community ownership.
- **Day 25 (Thursday, June 27th):** Planted over 200 saplings in designated areas within the Tata Steel complex for creating mini urban forests, contributing to pollution control and worker well-being.
- **Day 26 (Friday, June 28th):** Replanted 120 saplings at Jubilee Park in areas with damaged or diseased trees, emphasizing the importance of maintaining a healthy green cover.
- **Day 27 (Saturday, June 29th):** Focused on ensuring long-term success by weeding around saplings at Jubilee Park, placing informative markers, and meeting with shopkeepers and Tata Steel representatives to secure their commitment to nurturing the trees.

Profile of Study Area [Village information]

1. Village Information

- Village Name: Dugni
- Location: Dugni, Saraikela Kharsawan, Jharkhand
[\(<https://maps.app.goo.gl/eRuW2GS36b8LeZ3N6>\)](https://maps.app.goo.gl/eRuW2GS36b8LeZ3N6)

([](https://www.google.com/maps/embed?pb=!1m18!1m12!1m3!1d10542.151245985551!2d85.97026384436093!3d22.76026532415053!2m3!1f0!2f0!3f0!3m2!1i1024!2i768!4f13.1!3m3!1m2!1s0x39f5ed874989ee65%3A0x94bfbad04bbdd10a!2sDugni%2C%20Jharkhand%2020833220!5e1!3m2!1sen!2sin!4v1720541737785!5m2!1sen!2sin)



2.Climate: Subtropical monsoon with distinct wet and dry seasons. Average annual rainfall: 1400 mm.

Temperatures range from 10°C to 40°C (50°F to 104°F).

Soil Type: Red lateritic soil, fertile but with low water retention capacity.

Land Use and Soil Conditions

Dugni's landscape is dominated by red lateritic soil, known for its fertility but also for water retention challenges [3]. Lateritic soils typically have low organic matter content (around 2-4%) and tend to be acidic (around 5.0-6.5) [4]. Further testing would be needed to determine the specific characteristics of Dugni's soil.

Key Observations

- **Traditional**

Practices: Farmers in Dugni primarily rely on rain-fed agriculture, employing crop rotation and intercropping to maximize yield and soil health [3]. Women play a crucial role in weeding, harvesting, seed selection, and decision-making [5].

- **Challenges:** The erratic rainfall patterns and low water retention capacity of lateritic soil pose significant challenges [1, 3]. Traditional water conservation techniques are less effective due to the soil properties [6].
- **Hope for Improvement:** The Krishi Vigyan Kendra (KVK) offers scientific solutions like contour farming and mulching to address water conservation issues [7]. Collaboration between farmers, the KVK, and government initiatives can lead to improved practices and sustainable agriculture.

3. Climate: Dugni experiences a sub-tropical climate with hot summers and mild winters, similar to the district as a whole. This translates to long, hot summers with temperatures exceeding 40°C (104°F) and mild winters with average temperatures around 15°C (59°F).

(<https://seraikela.nic.in/>)

4. Soil Type: The dominant soil type in Dugni is likely red lateritic soil, prevalent across the district. This soil is fertile but struggles with water retention due to its composition. This characteristic poses challenges for rain-fed agriculture, the primary livelihood in the region.

(<https://tsaspirants.com/types-of-soils-in-jharkhand/>)

5. Water Sources: The primary water source for agriculture and domestic use in Dugni, like most villages in the district, is rain. While the nearby Sanjay stream might provide supplemental irrigation during the rainy season, its year-round reliability and accessibility for irrigation purposes are unclear.

6. Demographics: According to the 2011 Census data for Saraikela Kharsawan district, the population is predominantly rural (around 70%). There is no specific data available for Dugni, but it can be assumed to be a rural village with a similar demographic makeup.

7..Agricultural Practices

- **Farming System:** Rain-fed agriculture.
- **Cropping Practices:**
 - Crop rotation for soil health maintenance [3].
 - Intercropping for yield maximization and pest deterrence [3].
- **Labor:**
 - Women play a crucial role in weeding, harvesting, seed selection, and decision-making [5].
 - composting
- **Challenges:**
 - Erratic rainfall patterns leading to droughts and potential soil erosion.
 - Rising costs of chemical fertilizers.
 - Limited access to modern technologies and resources (e.g., smartphones, internet) for information sharing and implementing advanced techniques.

Recommendations

- Conduct a comprehensive soil quality analysis to determine the appropriate use of fertilizers and soil amendments.
- Organize workshops on water conservation techniques, including rainwater harvesting and efficient irrigation methods like drip irrigation.
- Explore options for microloans or subsidies to facilitate the adoption of modern, resource-efficient technologies.
- Investigate the feasibility of establishing a farmer's cooperative to share resources, knowledge, and potentially negotiate better prices for agricultural inputs.

8.Important People and Groups:

- **Village Mukhiya(Head)- Sri. Sheela Haibru**
- **Dr. Mishra: Soil scientist**
- **High School Students (serving as guides): Kartik, Shivam, Nakshi**
- **My Father and other High School Teachers**

9.Livelihood Opportunities:

- **Agriculture:** The dominant source of income in the district, particularly rain-fed agriculture due to limited water resources.
- **Forestry and allied activities:** Jharkhand has significant forest cover, and Saraikela Kharsawan might offer opportunities in sustainable forestry practices, collection of non-timber forest products (NTFPs) like lac and medicinal plants, or ecotourism.
- **Mining and quarrying:** The district has mineral deposits like iron ore, manganese, and limestone, which can generate employment in mining and allied sectors. However, these industries also raise concerns about environmental impact.
- **Small-scale industries:** There might be opportunities in small-scale manufacturing units, especially related to food processing, textiles, or handicrafts.
- **Government jobs:** Employment opportunities exist in government sectors like education, administration, and healthcare.

Challenges in Livelihood:

- **Limited water resources:** Restricts agricultural productivity and hinders diversification into water-intensive industries.
- **Low literacy rates:** (<https://seraikela.nic.in/>) can hinder skill development and limit job prospects beyond basic labor.
- **Limited market access:** Connecting producers with markets can be a challenge, particularly for rural communities.
- **Skill mismatch:** The available jobs might not always match the skillset of the workforce.

Income Levels:

- Generally low, with a significant portion of the population falling under the low-income category.

- The district's per capita income might be available through government websites or economic reports.

Infrastructure:

Limited access to:

- **Quality healthcare:** Rural areas might have limited access to specialized medical facilities.
- **Clean drinking water:** Water scarcity can be a concern in some parts of the district.
- **Reliable electricity:** Power outages can disrupt agricultural activities, education, and businesses.
- **Developed transportation network:** Limited road connectivity can hinder movement of goods and access to markets.

Positive aspects:

- **Government initiatives:** Schemes like MGNREGA (Mahatma Gandhi National Rural Employment Guarantee Act) can provide employment opportunities in rural areas.
- **Skill development programs:** Government or private initiatives might offer skill training to enhance employability.
- **Focus on Self-Help Groups (SHGs):** These groups empower women and create income generation opportunities, as mentioned in the diary entries.

Addressing Various Socio-Economic Challenges

Analysis of a Rural Household Economy in Dugni , Saraikela Kharsawan , Jharkhand

Income Sources

- **Agriculture:** Dominant source for most villages. Data on agricultural income can be obtained from government reports or agricultural department websites.
- **Wage Labor:** Look for reports by the Ministry of Labor or local NGOs for data on MNREGA (Mahatma Gandhi National Rural Employment Guarantee Act) wages or average daily wages for agricultural labor.
- **Forestry and Non-Timber Forest Products (NTFPs):** Income from collection of forest produce like firewood, medicinal plants etc. Data availability might be limited, try village surveys conducted by NGOs or research institutions.

Expenditure Patterns

- **Food:** Look for

NSSO (National Sample Survey Organisation) reports on household expenditure patterns in rural India.

- **Education and Healthcare:** Data from government reports or websites can provide insights into spending on education and healthcare in rural areas.
- **Debt:** Information on debt levels in rural Jharkhand might be limited. Look for reports by RBI (Reserve Bank of India) or NGOs focusing on rural microfinance.

Assets

- **Land Ownership:** Data on land ownership patterns can be obtained from land revenue department websites.
- **Livestock:** Information on livestock population in Jharkhand villages can be found in veterinary department reports or livestock census data.
- **Housing:** Look for reports by the Ministry of Housing and Urban Affairs (MoHUA) for data on rural housing conditions in Jharkhand.

Migration Patterns

- **Reason for Migration:** Data on migration patterns and causes can be found in government reports (Census reports or migration studies) or reports by research institutions.
- **Destination:** Similar sources as above can provide data on the most common destinations for migration from Jharkhand villages.

Business Ideas and Applicable Schemes

- **Agriculture and allied activities:** Look for government websites or Krishi Vigyan Kendras (KVKs) for information on schemes promoting organic farming, horticulture, or animal husbandry.
- **Rural handicrafts:** Schemes supporting traditional handicrafts can be found on the website of the Ministry of Textiles or websites of development agencies.
- **Micro and Small Enterprises (MSEs):** MSE development programs can be found on the Khadi and Village Industries Commission (KVIC) website or MSME Ministry website.

Data Sources

- Government of Jharkhand websites (Agriculture Dept., Labor Dept., etc.)
- Central Government websites (Ministry of Agriculture, Ministry of Labor, etc.)
- NSSO reports
- Reports by reputed NGOs and Research Institutions

Local Governance and Decentralization

Panchayati Raj Institutions:

Dugni village falls under a Gram Panchayat, the village-level institution within the Panchayati Raj system. This Panchayat is led by a Mukhiya (head), Sri Sheela Haibru.

Gram Sabha:

The Gram Sabha is the village assembly, the foundation of the Panchayati Raj system. It consists of all adult residents of Dugni and serves as a platform for discussing village development issues. As mentioned in the diary entries, a school meeting brought together parents and teachers, reflecting a potential Gram Sabha gathering or a similar community forum.

Urban Local Bodies (ULBs) are not applicable:

Given Dugni's village status, Urban Local Bodies (ULBs) like Nagar Palika (municipality) or Municipal Corporation wouldn't have direct jurisdiction.

Strengths of Panchayati Raj Institutions in Dugni:

- **Local Representation:** The Panchayati Raj system empowers local communities by placing decision-making authority with elected representatives like the Mukhiya. This can be seen in the diary entries where Mukhiya Sheela Haibru collaborates on educational initiatives.
- **Grassroots Development:** Panchayats can tailor development plans to address Dugni's specific needs, potentially leading to more efficient resource allocation. The diary entries mention challenges with water retention in red lateritic soil. An ideal Panchayat would consider this local characteristic when planning agricultural improvements.
- **Community Participation:** The Gram Sabha fosters citizen engagement, allowing villagers like the SHG members to voice their concerns and participate in decision-making processes. The diary entries highlight the importance of involving SHGs in discussions about agricultural practices and marketing strategies.

Weaknesses of Panchayati Raj Institutions:

- **Limited Resources:** Panchayats often face financial constraints, hindering their ability to undertake substantial development initiatives. The diary entries mention the focus on microloans and financial literacy, suggesting limited access to funding for larger projects.

- **Capacity Issues:** A

lack of trained personnel and technical expertise within Panchayats can affect planning and implementation of development projects. The diary entries highlight the need for collaboration with external experts like Dr. Mishra from the Krishi Vigyan Kendra to address agricultural challenges.

- **Political Interference:** External political influence can sometimes impede objective decision-making within Panchayats. The diary entries don't provide specific examples, but this remains a potential challenge.

Challenges for Panchayati Raj Institutions in Dugni:

- **Fulfilling Basic Needs:** The Dugni Panchayat might face challenges in ensuring basic amenities like clean water, sanitation, and healthcare are adequately provided for all villagers. The diary entries don't mention healthcare facilities, and the focus on rain-fed agriculture suggests potential water scarcity issues.
- **Infrastructure Development:** Developing and maintaining essential infrastructure such as roads, irrigation systems, and schools can be a challenge due to resource limitations. The diary entries mention a government high school, but the overall infrastructure picture remains unclear.
- **Promoting Social Welfare:** Panchayats play a role in promoting social welfare initiatives like women's empowerment and education. The diary entries showcase the work of SHGs, but also suggest limitations in literacy rates. The Panchayat can play a role in collaborating with SHGs to address these issues.

The success of the Panchayati Raj system in Dugni relies on addressing these weaknesses and challenges. Collaboration with external experts, fostering community participation, and efficient resource allocation are crucial for sustainable development in the village.

Government's Efforts Towards Holistic Rural Development and Promoting Inclusive Growth

in Dugni Village, Saraikela Kharsawan, Jharkhand

Education Initiatives:

- **Sarva Shiksha Abhiyan (SSA):** While the diary entries don't mention the specific presence of SSA programs in Dugni, this national initiative aims to achieve universal elementary education.

My Contribution:

- During community outreach programs, actively explain the importance of girls' education and the benefits available under BBBP.
- Organize workshops or meetings with parents and community leaders to address concerns and encourage enrollment of girls in school.
- Collaborate with the government school in Dugni to understand their needs and explore possibilities for improvement, such as teacher training or supplementary educational resources.

Livelihood Enhancement Initiatives:

- **Self Help Groups (SHGs):** The diary entries mentioned the presence of SHGs in Dugni, highlighting the potential reach of government programs promoting microcredit and women's entrepreneurial ventures.
- **Krishi Vigyan Kendra (KVK):** The diary entries mention a KVK within reach of Dugni. These centers offer agricultural expertise and support, potentially assisting farmers in the village.

My Contribution:

- Similar to the example, connect SHGs in Dugni with skill development workshops relevant to their chosen fields.
- Explore collaboration with organizations like "Gramin Bazaar" to facilitate market linkages for products produced by SHG women or farmers in Dugni.
- Investigate the availability of government schemes like National Rural Livelihood Mission (NRLM) and Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) in Dugni. If present, explore ways to raise awareness and encourage participation in these programs.

Other Initiatives (Further Investigation):

- **Jal Jeevan Mission (Water and Sanitation):** The diary entries didn't mention this initiative, but it's crucial for rural development. Investigate its presence and its impact on access to clean drinking water and sanitation facilities in Dugni.
- **Scheme of Fund for Regeneration of Traditional Industries (SFURTI):** Explore the prevalence of traditional crafts or industries in Dugni. If applicable, investigate the potential benefits of SFURTI in supporting these industries.
- **Mission Antyodaya (Support for Traditional Industries):** Similar to SFURTI, assess the presence of traditional industries in Dugni and the potential role of Mission Antyodaya in providing support.

Findings

This four-week social internship offered a rich and multifaceted experience, encompassing both the social and economic realities of Dugni village and the environmental challenges of Jamshedpur city. The following sections detail the key findings from each location.

Dugni Village (Weeks 1-3): Education and Agriculture

Education (Week 1):

The first week in Dugni focused on understanding the state of education in the village. A critical finding was the low student enrollment, particularly troubling considering the national emphasis on improving education access. Discussions with parents revealed their anxieties about long commutes for their children, limited job prospects after graduation, and the financial burden of education.

To address these concerns, a back-to-school campaign was initiated. This campaign involved multiple efforts, including:

- Organizing events to create excitement about education among students.
- Visiting homes to explain the benefits of education and address parental concerns directly.
- Translating key information into the local dialect to ensure clear communication with all community members.

Agriculture (Weeks 2-3):

Weeks 2 and 3 delved into the agricultural practices of Dugni village. The sub-tropical climate and red lateritic soil with poor water retention pose significant challenges for farmers. Their reliance on rain-fed agriculture and traditional methods, while showcasing their knowledge and skills, has limitations due to the unique soil properties.

A positive aspect was the strong role women play in agriculture. They actively participate in decision-making, seed selection, and the labor-intensive tasks involved in cultivation. Their knowledge of local seeds and traditional practices is crucial for the village's food security.

Here's a summary of the key findings and initiatives related to agriculture:

- **Challenges:**
 - Subtropical climate and red lateritic soil with poor water retention.
 - Reliance on rain-fed agriculture.
 - Limited effectiveness of traditional water conservation techniques.
- **Strengths:**
 - Strong role of women in agriculture (decision-making, seed selection, labor).
 - Knowledge of local seeds and traditional practices.
- **Initiatives:**
 - Collaboration with the Krishi Vigyan Kendra (KVK) to address soil management and water conservation. This collaboration resulted in:
 - Workshops for farmers on modern irrigation techniques, drought-resistant crops, and advancements in agricultural technology.
 - Soil testing for Mr. Singh's farm to identify specific amendments for improved water retention.
 - Advocated for microloans, government subsidies, and the formation of a farmer's cooperative to enable resource sharing and risk mitigation. This

proposal was met with

enthusiasm from the farmers, recognizing the potential to improve their livelihoods.

Dugni Village (Week 3): Women Empowerment (Self Help Groups - SHGs)

The third week in Dugni shed light on the crucial role of Self Help Groups (SHGs), locally called "Mahila Samitis," in empowering women and generating income. These groups allow women to participate in micro-enterprises, fostering financial independence and contributing to the village economy.

The internship documented success stories like the "Hanswahini" Mahila Samiti, which overcame internal conflicts through effective communication and strong leadership. Another inspiring example was the "Deepshika" Mahila Samiti, which transformed into a thriving micro-enterprise due to their focus on continuous learning and the financial literacy training provided by the Anganwadi didi (local childcare center worker).

However, the internship also revealed challenges faced by SHGs:

- Internal conflicts within some groups.
- Specific needs based on their chosen enterprise, such as:
 - Veterinary training for SHGs involved in goat rearing.
 - Irrigation facilities for sustainable vegetable gardening.
 - Marketing strategies for SHGs producing hand-painted plates.
 - Financial literacy and business management skills for SHGs involved in poultry farming and other ventures.
 - Market access beyond local fairs for SHGs producing handcrafted textiles.

Based on these findings, the following recommendations were developed to support SHGs:

- Workshops for SHG members on conflict resolution and leadership skills.
- Connecting SHGs with local handicraft stores or online platforms for improved marketing of their products.
- Financial literacy and business management training programs specifically designed for SHG members. Exploring connections with larger retailers or online marketplaces to provide wider market access for SHGs producing textiles.
- Facilitating the creation of a network connecting SHGs across villages. This network could foster knowledge sharing, enable bulk procurement of raw materials at lower costs, and allow for joint marketing initiatives, maximizing their reach and potential.
- Collaboration with the local government school to offer an additional two-hour evening class focused on basic

Jamshedpur (Week 4): Environmental Sustainability

The fourth week of the internship shifted focus to Jamshedpur city, where a critical challenge is the decline of the green cover, currently at a mere 29%. To address this issue, a week-long tree planting drive was organized. Over 600 saplings of native species were planted across various locations in the city, including:

- Jubilee Park: A large park offering recreational space for the city's residents.
- Bistupur market: A bustling commercial area in the heart of the city.
- Khargil Schoolyard: The schoolyard of a local educational institution.
- Tata Steel complex: The vast industrial complex that forms the backbone of Jamshedpur's economy.

This initiative not only increased the green cover in Jamshedpur but also fostered a sense of community ownership and environmental awareness. Collaboration with various stakeholders, including students, shopkeepers, and representatives from Tata Steel, played a vital role in the success of the drive.

Overall Findings

This four-week social internship provided valuable insights into the social and economic realities of Dugni village and the environmental challenges faced by Jamshedpur city. The findings highlight the need for a multi-pronged approach that involves collaboration between government agencies, NGOs, educational institutions, and the local community.

In Dugni village:

- Continued efforts are required to improve access to education and address parental concerns.
- Supporting agricultural practices through advancements in irrigation, soil management, and access to microloans can empower farmers and improve yields.
- Strengthening SHGs through capacity building initiatives, improved marketing strategies, and a network connecting them across villages can significantly enhance women's empowerment and contribute to the village economy.

In Jamshedpur city:

- Continued tree planting drives and initiatives promoting environmental awareness are crucial to increase green cover and combat pollution.
- Collaboration between industries, educational institutions, and the local community is essential for sustainable environmental management.

By implementing these recommendations and fostering ongoing collaboration, the internship experience suggests that significant progress can be made in addressing the challenges faced by Dugni village and Jamshedpur city.

Suggestions & Recommendation

Jamshedpur (Week 4): Environmental Sustainability

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By implementing these recommendations and fostering ongoing collaboration, the internship experience suggests that significant progress can be made in addressing the challenges faced by Dugni village and Jamshedpur city.

Conclusion

This four-week social internship provided a transformative experience, offering a glimpse into the social and economic realities of Dugni village and the environmental challenges of Jamshedpur city. The findings highlight the importance of collaborative efforts between government agencies, NGOs, educational institutions, and the local community to address these challenges and create a more sustainable future.

In Dugni village, improving access to education, supporting sustainable agricultural practices, and empowering women through SHGs are crucial steps towards overall development. The

proposed

recommendations offer a roadmap for achieving these goals. Jamshedpur city, facing the challenge of declining green cover, requires continued efforts in tree planting, environmental awareness initiatives, and collaboration between various stakeholders.

The internship not only provided valuable insights but also fostered a sense of responsibility and a desire to contribute to positive change. With dedication and collective action, the recommendations outlined in this report have the potential to make a significant difference in the lives of the people in Dugni village and Jamshedpur city.

Summary

Formal Summary: A Four-Week Social Internship in Bhagwatpur Village, Samastipur

This social internship provided a rich and multifaceted experience, encompassing the social and economic realities of Dugni village (Weeks 1-3) and the environmental challenges faced by Jamshedpur city (Week 4).

Dugni Village (Weeks 1-3):

- **Education:**

- The internship identified a critical challenge in Dugni village: low student enrollment in the government high school. This limited access to education, a national priority in India, is attributed to parental concerns (68.34% district literacy rate as per 2011 Census <https://seraikela.nic.in/>). Parents worried about long commutes for their children (especially girls), limited job prospects after graduation, and the financial burden of education.
- To address these concerns, a back-to-school campaign was organized. This initiative aimed to create excitement about education among students, explain the benefits to parents, and ensure clear communication through translation of key points into the local dialect.

- **Agriculture:**

- Dugni village faces challenges due to its sub-tropical climate and red lateritic soil, which has poor water retention. This restricts farmers' reliance to rain-fed agriculture, limiting crop yields. While traditional methods showcase the farmers' knowledge and skills, their effectiveness is limited by the unique soil properties.
- A positive aspect of Dugni's agriculture is the strong role women play. They actively participate in decision-making, seed selection, and labor-intensive tasks, contributing significantly to the village's food security. Their knowledge of local seeds and traditional practices is a valuable asset.
- To support sustainable agricultural practices, a collaboration was initiated with the Krishi Vigyan Kendra (KVK), a government institute providing agricultural expertise. This collaboration resulted in:
 - Workshops for farmers on modern irrigation techniques (essential due to limited water availability), drought-resistant crops, and advancements in agricultural technology.

- Soil testing for a model farm to identify specific amendments for improved water retention in lateritic soil.
- The internship also advocated for:
- Microloans and government subsidies to ease the financial burden of adopting improved agricultural practices.
- Formation of a farmer's cooperative to enable resource sharing, bulk procurement of inputs, and risk mitigation. This proposal was met with enthusiasm from the farmers, recognizing the potential to improve their livelihoods.
 - **Women Empowerment (SHGs):**
- The internship highlighted the crucial role of Self Help Groups (SHGs), locally called "Mahila Samitis," in empowering women and generating income. These groups allow women to participate in micro-enterprises, fostering financial independence and contributing to the village economy.
- The internship documented success stories like the "Hanswahini" Mahila Samiti, which overcame internal conflicts through effective communication and strong leadership. Another inspiring example was the "Deepshika" Mahila Samiti, which transformed into a thriving micro-enterprise due to their focus on continuous learning and the financial literacy training provided by the Anganwadi didi (local childcare center worker).
- However, the internship also revealed challenges faced by SHGs:
 - Internal conflicts within some groups.
 - Specific needs based on their chosen enterprise, such as:
 - Veterinary training for SHGs involved in goat rearing (a significant source of income in some rural areas of Jharkhand).
 - Irrigation facilities for sustainable vegetable gardening, especially considering the limitations of rain-fed agriculture.
 - Marketing strategies for SHGs producing hand-painted plates to expand their customer base beyond the village.
 - Financial literacy and business management skills for SHGs involved in poultry farming and other ventures, to ensure financial sustainability.
 - Market access beyond local fairs for SHGs producing handcrafted textiles, such as connecting with larger retailers or online marketplaces.

Jamshedpur City (Week 4):

- Environmental Sustainability:
- A critical challenge in Jamshedpur city is the decline of green cover, currently at a mere 29%. This depletion has negative consequences for air quality, water resources, and overall environmental health.
- To address this issue, a week-long tree planting drive was organized. Over 600 saplings of native species were planted across various locations in the city, including Jubilee Park, Bistupur market, Khargil Schoolyard, and the Tata Steel complex. This initiative not only increased green cover but also fostered a sense of community ownership and environmental awareness. Collaboration with various stakeholders, including students, shopkeepers, and representatives from Tata Steel, played a vital role in the success of the drive

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Photo Evidences



