

Final Program Report

Rural Youth Volunteers in India

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Grantor: The U.S. Mission to India
Period: July 1st, 2017 to September 30th, 2019

Partners

Humboldt State University (HSU), Arcata, CA
Lady Irwin College (LIC), New Delhi, India
Environment and Social Research Organization (ESRO), India
Gramin & Vikas Paryavaran Sanstha (GPVS), India
Centre for Environment Communication (CEC), India

Title of the Project: Rural Youth Volunteers in India

Award Number: SIN65017CA0008

Period of Performance (Start and End Dates): Oct 1st, 2017 to September 30th, 2019

Grant Award Start Date: September 8th, 2017

Partners in Action:

Humboldt State University, Arcata, CA 95521

- Department of Child Development
- Environmental Resources Engineering
- Environmental Science and Management
- California Center for Rural Policy (We changed this to the program evaluation expert in the department of Child Development)

Lady Irwin College, New Delhi, India

- Department of Development Communication and Extension

Environment and Social Research Organization (ESRO), India

Center for Environment Communication (CEC), New Delhi India

Gramin Paryavaran Evam Vikas Sansthaan (GPVS), India

Purpose of the Federal Award Activity

To organize a volunteer program for American and Indian college/university students to work with rural-focused NGO (ESRO) on economic and social entrepreneurship projects in two rural communities in North part of India: Daula and Tavelagarhi (District: Baghpat; State: Uttar Pradesh).

Program Narrative

In September 2017, Humboldt State University (HSU) received a grant, “Rural Youth Volunteers in India” from the U.S. Mission to India to work in rural India. Rural Youth Volunteers in India paired 8 students from Humboldt State University (HSU) in Arcata, California (U.S.), with 8 students from Lady Irwin College, New Delhi (India) to work in two rural communities in the Baghpat district of Uttar Pradesh (Villages: Tavelagarhi and Daula) in northern India. This area is fraught with many of the social and environmental issues that plague India. Rural Youth Volunteers worked on assessing the needs, resources, and priorities of these communities to plan activities that would address social and environmental issues while creating economic opportunities for its residents. Based on the data that we received from one of our partnering organizations, Center for Environmental Communication, projects could include, collaboratively:

- developing a water filtration and purification system or a garbage disposal system or assisting in the revitalization of ponds or a solar school.
- addressing technological competence with community members
- creating age appropriate Environment Education curriculum with local teachers
- building capacity (with school youth and community members) and translating this work to other communities
- facilitating skill development of school youth so that they are more employable.
- Helping school youth/emerging adults in the community start their own businesses/cooperative, such as selling seedlings/plants, purified water, and handicrafts.
- connect women with different markets, where they can sell products from their home run enterprises, such as pickle, papadam, tailored garments, and embroidery products that will lead to income generation in the communities.
- prototyping potential products or services that could generate income.
- building upon existing resources to engage deeper social entrepreneurship.

https://www.appropedia.org/Rural_Youth_Volunteers_in_India

This project aimed to create partnerships among HSU, Arcata (CA), Lady Irwin College, New Delhi, and various organizations; in particular, the Environment and Social Research Organization (ESRO), Centre for Environment Communication (CEC), and Gramin & Paryavaran Vikas Sanstha (GPVS), India in supporting the 16 student volunteer interns to

facilitate growth and development activities in these two rural communities. HSU is a leader in environmental sustainability and its students are committed to work for social and environmental justice. Lady Irwin College is known for its best outreach programs in India; the students and faculty members have knowledge of Indian markets. Some of the faculty members on the team are already working on gender empowerment issues by teaching women life skills and literacy. ESRO team has already been working in these communities for the last 4 years; therefore, we already have a strong foundation in these communities through ESRO; given these expertise from different institutions, this will be a fruitful partnership to extend the work in these communities. Below is the detailed description of each of these entities:

Partners

Humboldt State University (HSU)

Humboldt State University (HSU), located on the Pacific North Coast of California, is one of the 23 campuses of California State University (www.humboldt.edu). The Association for the Advancement of Sustainability in Higher Education (AASHE) recently awarded HSU a STARS gold medal for its continued efforts in environmental sustainability. Humboldt State University was established on June 16th, 1913; the university has 3 colleges and 43 departments. Currently, approximately 7000 students are enrolled in the university. Three departments (Child Development, Environmental Resources Engineering, and Environmental Science & Management) from two colleges (College of Professional Studies, College of Natural Resources and Sciences) were involved in this project. We planned to include *California Center for Rural Policy* (CCRP) in the evaluation process of this project. However, due to unforeseen circumstances, we were unable to utilize their services and moved those services to one of the faculty members engaged in the project due to their extensive experience in program evaluation. The Instructional Design unit provided access to a Canvas course for each student and faculty member (Indian as well as United States) involved. HSU collaborated with the following organizations in India: Lady Irwin College, New Delhi; ESRO, Baraut; GPVS, Daula, and; CEC, New Delhi. The bio sketches of the faculty members involved in this project are presented in the coming sections.

The faculty members at Humboldt State University came into this program with extensive experience working with families and communities, developing and evaluating programs,

and addressing social and environmental issues in communities. Additionally, they had experience in creating and implementing Environmental Education, using a systems perspective to understand how different members/communities/organizations work with each other, identifying community needs and addressing them by using strength-based models to work in communities, and helping communities create sustainable technologies. One of the faculty members is bilingual (English and Hindi).

Lady Irwin College, New Delhi

Lady Irwin College is one of the constituent colleges of University of Delhi established in 1932. It is women's college located in the urban setting that prepares future professionals in the fields of Food and Nutrition; Human Development and Childhood Studies; Development Communication and Extension; Fabric and Apparel Science; Resource Management and Design Application; Physical Education; Education; Science and English (<http://www.ladyirwin.edu.in>). The mission of education at Lady Irwin College is "VIDYA HI SEWA", meaning education is service; the mission to serve is tied to their strong outreach programs. The department of Development Communication and Extension (DCE) collaborated with HSU on this project. Four faculty members and 8 students participated in this program.

The faculty members at Lady Irwin College came into the program with extensive experience (collectively) working on gender and development issues, policy analysis, female feticide, HIV/AIDS, Women's health, violence, capacity building in communities, designing and appraising media, sustainable development, program development and evaluation, and working with youth and women in grassroots communities. Two faculty members work as UNICEF consultants. One of the faculty members has been the coordinator of the study Abroad program with Michigan State University, East Lansing (MI) for the last 10 years. The college is located in the capital, which helped the project connect with more resources. All faculty members are bilingual (English and Hindi).

Environment and Social Research Organization (ESRO)

ESRO is a non-profit organization in New Delhi that has a regional office in the Baghpat district (in the city of Baraut). ESRO is active in social and environmental issues in the rural areas of Uttar Pradesh. Established in 2013, ESRO is registered under the Societies Registration Act, XXI of 1860 (www.esroindia.in). According to their website, "We are a youth oriented organization. We collaborate with young people from schools and

colleges/university to fulfil our organization's overall mission in contributing towards minimizing human suffering, maximizing their reach towards education, and bringing awareness on environmental issues, to bring in holism in their lives." ESRO helped facilitate activities in the communities and provided support to the student volunteer interns.

The ESRO team members held credentials in Environmental Science, Pollution Control, Education, Media, Public Relations, Organic Farming, Solid Waste Management, Ecology Biodiversity, and Energy Conservation. Many team volunteers were community members and farmers in the area. The organization addresses various issues in the area related to: Environmental Care, Water Resource Management, Women Empowerment, Health issues, and Career Development. Having established a presence in the region over many years, ESRO was an ideal partner for facilitating program activities in these rural communities. The ESRO team helped in the facilitation of activities, student pick up/drop off, living arrangement of students, transport, arrangement of phone SIM cards, logistics in the communities, purchase of supplies needed for student products, problem solving for students, and reporting of any issues.

Centre for Environment Communication (CEC), India

The CEC, founded in 2014, is committed to engaging children, youth, and adults to raise awareness on environmental issues, promoting action via activities and through a consistent and sustained call for awareness and action, gradually engendering behavior change among people (<http://www.cec.in.org/>). The organization worked with Humboldt State University to carry out the evaluation and community assessment.

Gramin & Paryavaran Vikas Sanstha (GPVS), India

The GPVS was founded in 2001. According to the website, "Gramin & Paryavaran Vikas Sanstha (GPVS) is an independent, not-for-profit making voluntary organization working towards environment protection and management by means of water conservation and organic farming. The organization is involved in campaigns, grassroots level practical work, research & advocacy on issues related to water and environment. As a public interest organization, GPVS has focused on strengthening the community through their active participation to achieve sustainable development." This organization played a crucial role in one of the communities, Daula, by providing space for our work and in connecting our team members with the community members and various entities.

Collaborations

The Environment and Research Organization (ESRO), a non-profit organization, which has been working in the Baghpat district for the last 4 years, facilitated the project activities. The Child Development department at Humboldt State University has been collaborating with ESRO since 2014. The evaluation of this program was conducted by an external non-profit organization, the Centre for Environment Communication (CEC) in India in collaboration with Humboldt State University. We were not aware of the Gramin & Paryavaran Vikas Sanstha (GPVS) until two months before we started the program. ESRO and GPVS have been working on various projects for some time and has a strong base in Daula, which proved to be instrumental for our program.

Goals of Partnerships

1. To bridge the connections among various institutions and organizations across the United States and India, different cultures, languages, and age groups.
2. To bring different expertise and resources on one platform to work in the two selected rural communities for long-term fruitful collaborations.
3. To build this program upon the groundwork that was already been done in the two rural communities in India by the ESRO team and to leverage the already built trust among these communities.
4. The department of Child Development has been involved in the evaluation of the program conducted by the ESRO team in these communities in 2016. The participants in the study have articulated various social and environmental issues in their area. The grantee also served as a consultant on ESRO's programmatic activities. This relationship would help student volunteer interns.
5. The student volunteer interns involved community members of different age groups to obtain their input on the priorities and in working on the projects for 11-weeks, which helped build capacity in the communities to sustain this work.
6. The project also assessed the strengths of these two communities, helped them identify their assets, capitalized on their social and human capital, and encouraged them to spread the knowledge and skills to the neighboring communities.
7. The project focused on the social, environmental, and economic health of the communities. The three areas are interconnected. Improving health by providing safe drinking water and a clean environment is vital for the community's health and

economic viability. In addition to providing tangible deliverables, the student volunteer interns also worked on technological literacy, and education and awareness about various social and environmental issues.

8. Once student volunteer interns returned to their home institutions, they were engaged in educating their peers and their home communities about the work that they have done in these rural communities and the work that will could be done in the future; it helped create a wider network of people across various communities. The student volunteer interns continued to connect with these rural communities through social media and Whatsapp, etc.
9. One of the aims of this project was to create model programs in Daula and Tavelagarhi (Dist.—Baghpat) rural communities so that the neighbor communities could learn from the enthusiasm. Therefore, it was important to build capacity in two rural communities so that after the program was over, these community members (youth, adults, and elderly) were capable of transferring those skills. Both communities have continued to work on several projects since our teams have left the communities. The Daula team has been working for 70 weeks on cleaning their community every Sunday.
10. Lastly, the project was innovative in the sense that after these students' volunteer interns left these two communities, the ESRO and GPVS teams and these two communities continued to work from a different capacity level.

Key Personnel: Names and Contact Information

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Key Personnel: Biosketch and Roles in the Program

Dr. Meenal Rana, Associate Professor in the department of Child Development, Humboldt State University, served as the program's co-director and grant writer for this program. She was responsible for selecting the students for the program; directing the program coordinators in India for living arrangements, host families' selection, travel logistics; following risk management/health safety procedures at HSU and at the U.S. Embassy in India; supporting students in visa procedures; coordinating various procedures with all the partners; providing cultural orientations to Indian and U.S. students. Dr. Rana was also responsible for all the communication with the grantor including the quarterly reports and intermittent meetings. She also coordinated with the CEC and the HSU evaluator to set up the data collection process. Additionally, Dr. Rana also supervised the research associates and undergraduate research assistants of the program. She was also responsible for guiding the data analysis procedures for this program. Dr. Rana stayed for 11 weeks in the communities and traveled to each community to supervise students on alternate days while another American faculty, Lonny Grafman and the program coordinator, Sanjay Rana supervised the students in the second community. She helped students acclimate into a new space, culture, and language. Dr. Rana also negotiated any host family situations during the program. Dr. Rana also provided instruction along with her colleague Lonny Grafman. She also supported both teams in the communities as needed. She helped the students and community teams organize the major education fairs; Dr. Rana also coordinated the site visits for the U.S. Embassy officials and students' visits to the U.S. Embassy mid-program.

Lonny Grafman, Lecturer in the department in Environmental Resources Engineering at Humboldt State University, also served as a co-director of the program. He stayed in India for 5 weeks—3 weeks in the beginning and 2 weeks during the culmination of the program.

Due to his extensive experience in social entrepreneurship, he played an instrumental role in providing instruction and guidance on starting the projects. He helped pairing of the students, creating the teams for each community, and assigning the team members into product and engagement teams. He also coordinated the airport pickups and drop offs for the students. Professor Grafman also interacted with the officials from the U.S. Embassy in India. During his stay in India, he coordinated with Dr. Rana to supervise students in the communities alternatively. During his time away from the program after 3 weeks, he supported Dr. Rana on various program activities remotely. Once he came back, he coached the students for their final presentations and helped tying the loose ends of any ongoing projects. Professor Grafman was the primary instructor during his stay in India along with some support from Dr. Rana. He also helped Dr. Rana in setting up the procedures for host family selection and various contracts for students' roles and responsibilities during the program. Professor Grafman also advised Dr. Rana and the evaluation team on design thinking framework for the pre-assessment data collection.

Dr. Claire Knox, Faculty Emeritus, who has retired from the Child Development program in spring 2019, helped set up the interview process for students' selection, supported the students' interviews process, provided her input as needed. Dr. Knox also developed the evaluation procedure to guide the CEC organization's data collection. She also provided any HSU related support during the program in India.

Jennifer Tarlton, Lecturer in the department of Environmental Education and Interpretation, helped the students' selection for the program. She also provided trainings on various Environmental Education curriculum to her students and coached them during their time away during the program.

Bethany Phelps, Undergraduate Assistant and Research Associate for this project, played an instrumental role in setting up the students' selection procedures and pairing of the U.S. and Indian students. Bethany provided instrumental and emotional support to the student participants while they were away for the program. Once she graduated from the program, we hired her as a research associate to coach a new undergraduate research assistant, Britney Bjork, for data collection with the students and the faculty members in the program. Bethany also conducted many interviews along with Britney. Bethany provided enormous amount of support during all phases of the program: planning, implementation, and evaluation.

Britney Bjork, Undergraduate Research Assistant, helped collecting data from the HSU students and faculty members about their experiences with the program. She also transcribed all the transcripts and coded the interview transcripts.

Kacie Flynn is the executive director of the Sponsored Program Foundation*. Steve Karp was the director at the time of the grant award. He moved to a different university and Kacie Flynn succeeded his position. **Sam Caudill**, the grant analyst helped coordinate all the financial activities of this program.

*The *Humboldt State University Sponsored Programs Foundation* (HSU SPF), an auxiliary organization to Humboldt State University managed the grant activities. HSU SPF is a California not-for-profit, public benefit corporation, having been incorporated in 1952. HSU SPF's primary mission is to provide the Humboldt State University community with professional and accessible pre- and post-award grant and contract services. HSU SPF manages all aspects of grant management. This includes tracking each award with a distinct project number, as well as compiling all required financial and technical reports as applicable, and overseeing compliance with federal, state, and local regulations. HSU SPF offers a full range of recruitment, human resources, and payroll support for grant funded employees and contracts with Humboldt State University for a full range of Accounts Payable, Accounts Receivable, and Procurement services. Finally, HSU SPF offers a full range of recruitment, human resources, and payroll support for grant-funded employees.

Dr. Sarita Anand, Associate Professor at the department of Development Communication and Extension, Lady Irwin College, served as a liaison between Humboldt State University and Lady Irwin College. She, along with other faculty members at Lady Irwin College, set up the selection criteria for Lady Irwin College students. Dr. Anand, along with Drs. Khanna and Gaur, visited the community sites, attended meetings at the U.S. Embassy, and hosted many presentations and meetings at the Lady Irwin College campus. Dr. Anand also provided any technical, instrumental, and logistical support as and when needed during the program.

Dr. Aparna Khanna, Associate Professor at the department of Development Communication and Extension, Lady Irwin College, served on the selection committee with other faculty members to select the Lady Irwin College students' team. She, along with Drs. Anand and Gaur, visited the community sites, attended meetings at the U.S. Embassy, and hosted many presentations and meetings at the Lady Irwin College campus. Dr. Khanna also provided any technical, instrumental, and logistical support as and when needed during the program.

Dr. Ruchi Gaur, Assistant Professor at the department of Development Communication and Extension at Lady Irwin College, along with other Lady Irwin College faculty visited the community sites, attended meetings at the U.S. Embassy, and hosted many presentations and meetings at the Lady Irwin College campus. Dr. Gaur also helped significantly in the selection process and connecting Lady Irwin College and Humboldt State University students before the program started.

Dr. Aparna Siddhu, the director of the Lady Irwin College, provided space and time for the program presentations and meetings. She also shared her advice on the program during mid semester based on the students' reports/presentations. The College also provided the educational and engagement material to the program. One of the emeritus faculty member helped with final presentation venue and catering.

Mr. Sanjay Rana, the founding member and chief functionary of the ESRO, served as the program coordinator in Baraut. He spearheaded the ESRO team by assigning various programmatic tasks to the team members—volunteers, host families, and drivers in the program. He also arranged the travels from Baraut to the two rural communities and to Delhi for different presentations and meetings. He was also responsible for ensuring the safety of the students, who participated in the program. Mr. Rana also supervised students in the communities once Professor Grafman left for the United States. Meenal Rana and Sanjay Rana supervised the students in communities on alternate days. Mr. Rana also played an important role in organizing the education fairs both the communities. He also hosted many students and a HSU faculty member at his home.

Mr. Devendra Kumar, the secretary of ESRO, helped establish the contracts between Humboldt State University and ESRO. He also provided his support to the Tavelagarhi product team for water testing and arranging materials for their products. Mr. Kumar also provided the technical and instrumental support as and when needed. He, along with Mr. Arun Kumar, helped Dr. Rana with the Rishikesh trip.

Mr. Arun Kumar and **Mr. Pitam Singh** served as host families for two of the student pairs. Ms. Rakesh hosted many students at her residence after three of the host family arrangements fell through. **Mr. Ravindra Singh** and **Mr. Bijender Singh** served as regular volunteers in the program. Additionally, the ESRO team organized many volunteers in both the communities as and when needed.

Ms. Alka Tomar, the director of Centre for Environment and Communication, has 21 years of experience working in research and development area of Environmental Science. She works in the area where these two communities were located; therefore, it made it easy for her to recruit community members for evaluation research. Ms. Tomar and her team collected program evaluation data. Please see the program evaluation timeline (p. 22) for more details.

Mr. Krishan Pal Singh, the founding member and the president of GPVS, played a key role in the community of Daula. He provided the library space for the students and faculty for their work; he connected the community members and various government officials with the team members. In coordination with ESRO, Mr. Singh arranged the food and other instrumental supports to the students who worked in the Daula community. He played an important role in arranging the Daula fair.

HSU Students Engaged in the Program

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Engagement team, Tavelagarhi

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Sophia Bogner, Geospatial Sciences
Dropped off from the program after 3 weeks

Lady Irwin College Students Engaged in the Program

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Project Description

In summer 2018, Rural Youth Volunteers in India paired eight students¹ from HSU in Arcata, California (U.S.), with eight students from Lady Irwin College, New Delhi (India) to work in two northern India rural communities in the Baghpat district of Uttar Pradesh (Villages: Tavelagarhi and Daula) on social entrepreneurship projects. Each student pair was placed with different host families in the Baraut town of Baghpat district. During the program, the teams traveled from their host families in Baraut to their respective villages on daily basis. Please see figure 1 (p. 20) for the location of each community on the map.

Rural Youth Volunteers used the assessment data collected by the CEC organization prior to their placement to gauge the needs of the community. The teams worked further on assessing the needs, resources, and priorities of these communities by interacting with them, interviewing them, and by immersing themselves in the communities. They used this information to plan activities to address social and environmental issues while co-creating economic opportunities for its residents.

¹ One of the HSU students dropped out of the program after week 3 due to lack of adaptation to the weather, culture, and program goals.

Rural Youth Volunteers in India was a paired program between Lady Irwin College, New Delhi students and Humboldt State University, California students. The program took place between May-August 2018. We placed paired teams in two villages: Daula, which focused on waste management, and Tavelagarhi, which focused on water. Within each village, these teams were split into two subgroups: product team and community engagement team. Both teams aimed to create sustainable social entrepreneurship opportunities, spread awareness about environmental issues and solutions, and encourage a sustainable community in terms of solid waste management and water conservation/safe water storage.

The students spent first two weeks in building rapport with community members and assessing what was already working well within the community. The product team, after creating and testing the initial prototypes and their iterations, developed products in both communities. The engagement team developed criteria to guide their community engagement activities, which included games, songs, street plays, and school youth activities.

The detailed description, examples, and pictures of the key project activities are available on the following appropedia pages (links embedded):

[Daula Product Team](#)

[Daula Engagement Team](#)

[Tavelagarhi Product Team](#)

[Tavelagarhi Engagement Team](#)

The program timeline is presented on p. 21. Below in the footnote is the description of community assessment data collection².

² The Centre for Environment Communication (CEC) collected the need assessment and resource mapping data from both the communities by conducting surveys and focus groups. The focus of asset mapping included: education, food and health, infrastructure, assets, women and children, nature and human capital, and other programs available in the village. Design thinking was used for survey questions. The CEC team asked the following questions: a) describe a typical day in your day-to-day life, b) describe some day-to-day challenges in your life, c) what are some of the things you or others could do to help overcome the challenges? , d) describe the problems that you see in your village, and e) what are some of the ways to solve the problems? The team selected 25 participants from each village ensuring the fair representation from age groups (11-90 years), gender (male, female, other), religions (Hindu, Muslims, Other), castes (Jaat, Baniya, Brahmin, SC/ST), professions (Farmer, homemaker, carpenter, business person, doctor, teacher, other), educational levels (no school, high school, college, professional degree), and political standing (leader, citizen of the village). The team asked for participants' permission to conduct one-on-one interviews at the place of their comfort and to audio record the interviews. The evaluation team also took their pictures after seeking permission (see pictures 1 and 2). The raw data from focus groups and interviews were shared with Humboldt State University. The program team summarized the findings and shared them on Canvas (i.e. Learning Management System that is being used for the program students and faculty members). Most commonly identified needs for the Tavelagarhi community were: water and solar. The Daula community identified waste management as their topmost need.

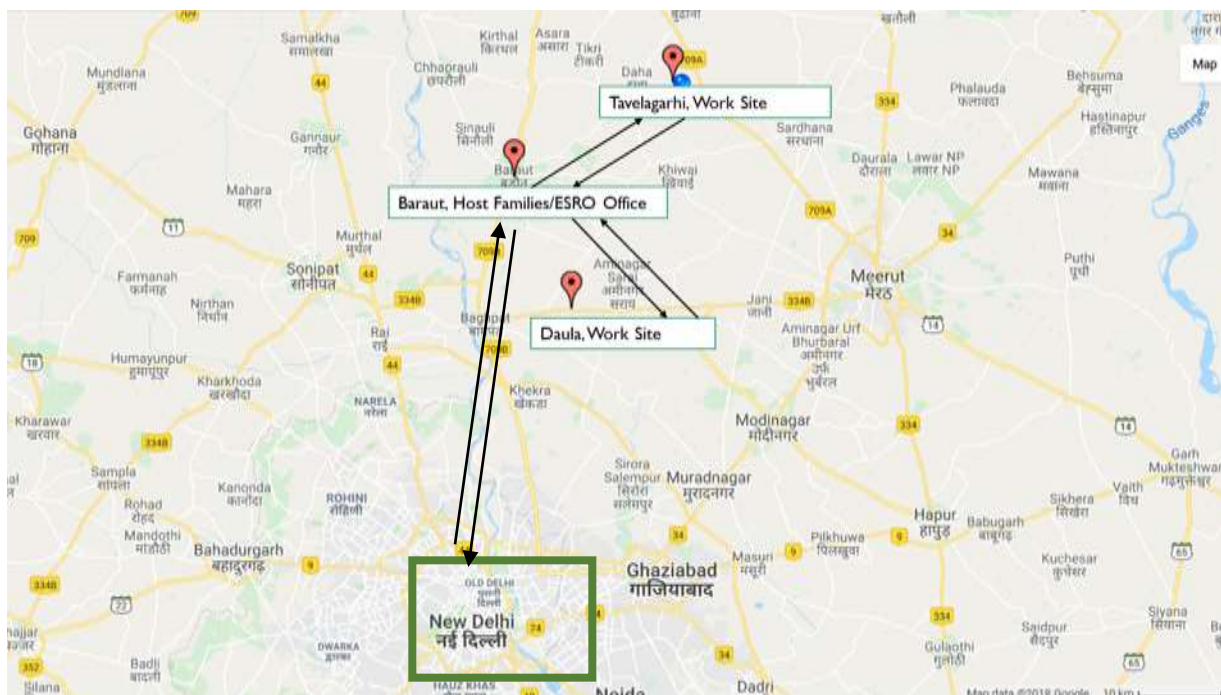


Figure 1. Cities, Towns, and Villages in the Program

Appropedia Page View Analytics (Provided by Lonny Grafman)

Total page views by validated humans (i.e. not including robots and people with all tracking turned off): **2851**

https://www.appropedia.org/Rural_Youth_Volunteers_in_India

Pages with Rural Youth Volunteers in India in the title: **204**

https://www.appropedia.org/Daula_waste_community_engagement_2018

https://www.appropedia.org/Daula_waste_product_2018

Pages with Daula in the title: **1070**

https://www.appropedia.org/Tavelagarhi_water_community_engagement_2018

https://www.appropedia.org/Tavelagarhi_water_product_2018

Pages with Tavelagarhi in the title: **1141**

https://www.appropedia.org/Category:Practivistas_India_Program

Pages with Practivistas India in the title: **436**

July 5th to 7th, 2019: Dr. Rana visited both the communities

August 11th to 13th, 2018: Departures to US

August 10th, 2018: Meeting at American Center/Lunch at Diplomat's House/ Media Coverage

August 9th, 2018: Final Presentations at India Center

August 5th-6th, 2018: Farewell parties by the community

August 5th, 2018: Education Fair Two, Daula

July 23rd, 2018: Education Fair, Tavelagarhi

July 21st, 2018: Education Fair One, Daula

July 19th and 20th, 2018: Mid program monitoring visit

July 12th, 2018: Mid program presentations at Lady Irwin College

July 6th to 8th, 2018: Trip to Rishikesh

June 20th, 2018: Lady Irwin College Faculty visited both communities

June 19th, 2018: One HSU student left—could not adjust to heat/food/work

June 4rd, 2018: Last HSU student arrived/Students went to their communities

June 3rd, 2018: First Visit to Daula; Teams formed/Communities assigned

June 2nd, 2018: First Visit to Tavelagarhi

June 1st, 2018: Welcome Ceremony in Baraut

May 31st, 2018: Pre-departure briefing/Travel to Baraut

May 30^h, 2018: Meeting at American Center/Health Briefing

May 29th, 2018: Everyone but One Student from HSU reached

April-May, 2018: Travel Planning/Risk Management Procedures

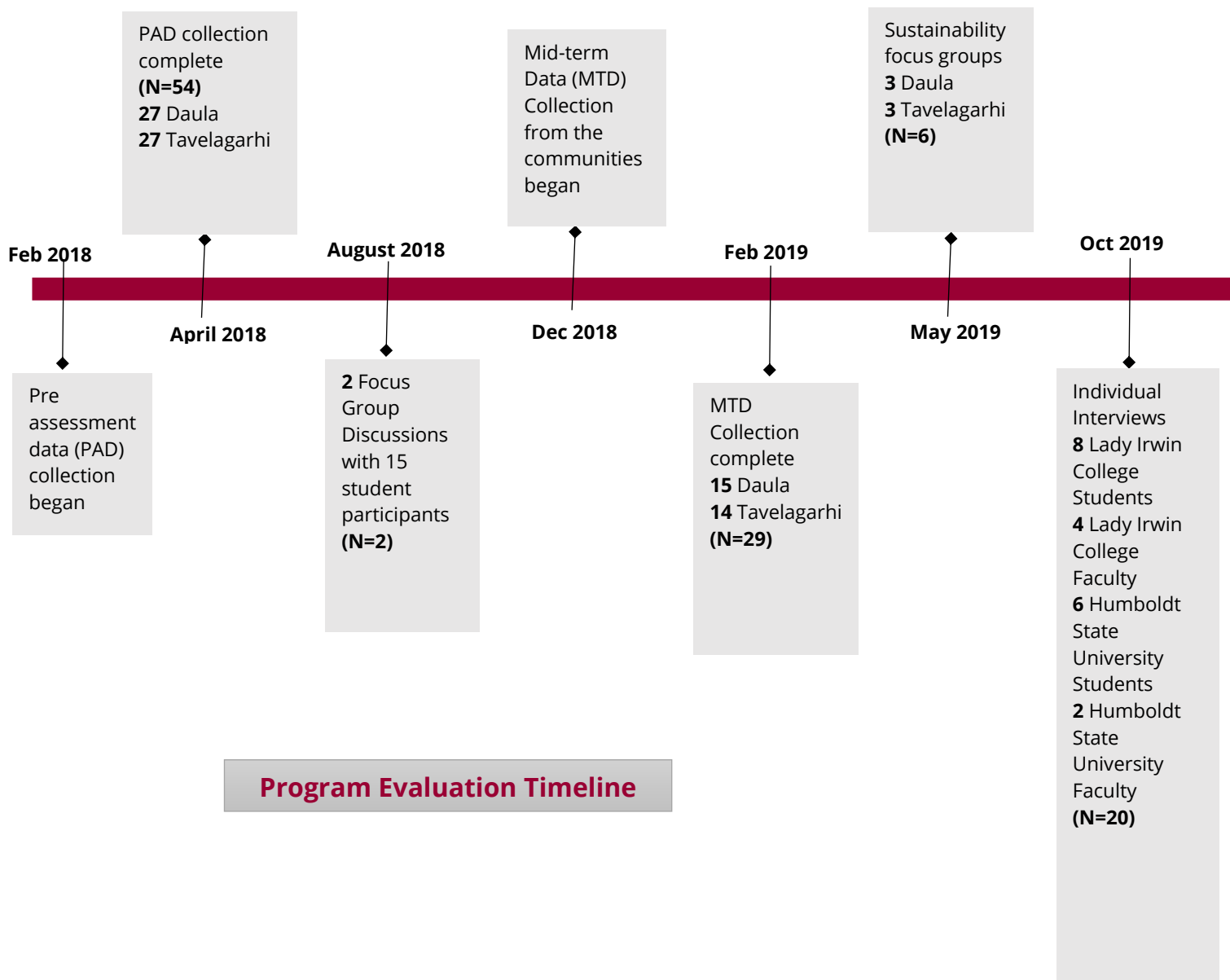
March-April, 2018: Participants Finalized

Jan 2018: Call for Participants

Sept 8th, 2017: Grant Confirmed

July 17th, 2017: Grant Submitted

Program Timeline



Dissemination and Outreach to Date

Final Program Presentations, August 9th, 2018: The HSU faculty members, Lonny Grafman and Meenal Rana, along with their students from Humboldt State University and Lady Irwin College presented on the findings of their work for Rural Youth Volunteers in India program. About 120 people attended the final presentation at India International Center, along with B.K. Chaturvedi, Padma Bhushan Awardee, Former Cabinet Secretary and Member, Planning Commission; Sarah Zeibell, Regional Public Engagement Specialist, American Spaces; Mandeep Kaur, All India Principal Program Advisor, U.S. Embassy, India; Anupa Siddhu, Director, Lady Irwin College, New Delhi.

Environmental Resources Engineering Seminar, Oct 12th, 2018: Summer in India, presented by Lonny Grafman & Lorenz Viste Hernandez (student)

Coastal Currents, Oct 17th: A Californian Radio show talk by Lonny Grafman

Sustainable Future Speaker Series, Oct 18th, 2018: Local water innovation through community-university partnerships (Lonny Grafman). The presentations were well received by the community members and students and generated lot of interest for future student exchange/study abroad programs in India.

Presentation for the University, Nov 7th, 2019: Meenal Rana presented with Lonny Grafman and their students (Kenneth Chase, Kimberly Duarte, Jasmine Phillips, and Bethany Phelps), an event attended by department chairs, Center for Teaching and Learning Director, Provost, Office of Diversity, Equity, and Inclusion Director, faculty and students.

Diwali Showcase at Humboldt State University, Nov 9th, 2019: The program students showcased the work through tabling the pictures from the program.

Wonderfruit Festival Presentation, Dec 14th, 2019: Lonny Grafman was invited by Wonderfruit through Ocean SOS to present his work on water conservation and water catchment to Thailand. His self-supported trip enabled the dissemination of the findings from Rural Youth Volunteers in India project.

Presentations to Rotaries of Humboldt and Del Norte, January 31st, 2019: Meenal Rana and some students, Gloria Brown, Lorenz Hernandez, Anna Spitzer, Jasmine Phillips, and Kimberly Duarte, presented the program conception and outcomes with rotaries from two CA counties: Humboldt and Del Norte at an event organized by the College of Professional

Studies, Humboldt State University. The Child Development department also tabled and highlighted the pictures and videos of the program, while the students talked about their experiences with the rotaries.

International Education Week, February 15th, 2019: Meenal Rana and Lonny Grafman presented along with Anna Spitzer and Lorenz Hernandez during International Education Week at Humboldt State University. The international studies program students are required to attend these workshop presentations. Most students asked questions about the program. We received a positive feedback.

Science on Screen, Apocalyptic Technologies, February 21st, 2019: Lonny Grafman presented on several of his projects including Rural Youth Volunteers program outcomes during this presentation at a local theatre followed by the movie, "Tank Girl"

Peer Review Articles: Four articles are in progress out of this work: 1) Youth-Adult Partnerships in Community Engagement: A Case Study of Daula (India), Meenal Rana, Lonny Grafman, & Bethany Phelps (also accepted for the biennial meeting for the Society of Research on Adolescence conference, to be presented at); 2) Collaborations in International Service Learning, Bethany Phelps & Meenal Rana; 3) Eclectic Frameworks for Community Behavior Change and International Experiential Learning, Meenal Rana, Aparna Khanna, Sarita Anand, & Lonny Grafman; 4) Making a 360 Degree Connect: Experiences from HSU-LIC 2018 International Study Abroad Program, Aparna Khanna, Meenal Rana, Lonny Grafman, & Sarita Anand.

Videos: Below are the links for the program videos

[Overview of the Program](#)

[Program Overview, Dr. Vikas Baniwal](#)

[Team Daula Video](#)

[Tavelagarhi Product Development](#)

[Short Film on Water, Developed by Tavelagarhi Team](#)

[Mission Clean Daula Video](#)

[Engagement Team, Daula](#)

[Students' Learning Reflections](#)

[Program Video, Tavelagarhi](#)

[Tavelagarhi Work](#)

Overall Estimated Analytics of Social Media (Facebook)

- ✓ 4,970 members, ESRO Facebook
- ✓ 1000 members, GPVS Facebook
- ✓ 1017 members, Mission Clean Daula Facebook
- ✓ Faculty members from U.S. frequently share the program activities, collectively reaches to 4200 members
- ✓ Faculty members from India also share the program activities, collectively reaches to 1000 members

Media Coverage: The program activities have been covered by local and national media in newspapers (e.g., Jan vani, Amar Ujala, Dainik Jagran, Hindustan, and Hindustan Times) and news channels (e.g., Zee News, Sonipat 24, Loksabha, and youtube). The media coverage pictures/program pictures are attached in the end.

Numerical Impacts in the Community: Total impacts in the two communities included 10 workshops, attended by more than 100 participants; about 1500 school students from 4 different schools were engaged in the program; approximately 1700 community members attended 3 education fairs during the program. A core community team has been created in both communities, consisting of 20 members in each team (a total of 40). In the next section, we provided the analysis of program evaluation interviews.

Program Impact

One of the student participants shared, *“People always ask, ‘oh how was India?’ and I look at them and I just stare at them for a second because I don’t know what to say because it was such a great trip and it was hard and you learn so much and you went through all of the emotions in such a short amount of time and it was fun. I usually say, ‘it was interesting.’ People say, ‘wat do you mean?’ I’m like, ‘I mean that it was interesting the reason you’re intrigued is the only way I can describe what actually happened and how I feel about it. It was interesting.’ I do not think anybody expects to do so much with themselves, with other people in a community, in such a short amount of time. So much happened I just don’t know what happened but it was interesting. It is a blanket statement but it was interesting.”*

The findings for the program impact are divided into three major themes: 1) Impact on students who participated in the program; 2) Impact: Collaborations, and; 3) Impact on communities, from the program participants’ perspectives and from the communities’ perspectives.

Impact on Student Participants

One of the faculty participants shared that even though it is difficult to assess the changes in the students’ right after the program, with more time and reflection, the participants might notice more changes in themselves. *“It is interesting to see a year later, it is much more exciting to see five or ten years later what the impacts were on the participants. I think that, it changed all of our students, and to me that is a success because it was one of the stated reasons to go- ‘Go because you want to change.’ But I don’t know for our students how successful that was and I probably won’t start judging it for another five to ten years.”* The student participants shared their learning that happened due to this program experience. One of the student participants reflected on their learning, *“I expected a more of tangible outcome. In the end, it was not a tangible thing that we produced but it was more like **inspiration, motivation, and learning experiences and change of perspective, and cultural exchange.**”*

Breaking the Stereotypes: One of the learning experiences that both sides of the participants shared was breaking the preconceived notions about each other’s cultures that was a result of the biased media portrayal or limited exposure to diversity. Most participants got validations for their open mindedness coming into the program. As one of the participants

said, *"I could see things in the media or hear stories but they are all very one sided and anecdotal. I did not have any solid perceptions of the people of India before I went there. I definitely think that people are close-minded point of view, like my mom tried to scare me like, 'be careful its dangerous.' But I mean it's dangerous out here too, so I just brushed that off. And of course, there is danger in stuff when you are traveling, I wouldn't attribute dangerous to the whole country or a group of people. In fact, I learned that they [Indian communities] are all super welcoming. One thing I loved was their sense of community in the village or otherwise. Always collaborating and hanging out and having tea together. It seemed like a very open door kind of place. Where if you wanted to stop by and say hi they would welcome you with open arms anytime of the day and make you tea and have cookies. They are very welcoming. People take time, it is slower paced. Definitely higher values on family and relationships than self, is a huge thing. It was cool to be a part of. Less autonomy more relationships."*

Another student from the United States shared, *"What other people told me [about India], I feel like people painted a picture of fear. Especially being a woman. They were like, 'Oh you're going to India, oh no!' I feel that is a lot of what we are taught in the US about anywhere foreign that isn't Europe. It is the fear of the unknown that we are fed, which is such garbage. I feel like I was just it wasn't anywhere where I was like, 'oh I want to go here!' granted I wanted to go anywhere all the places I can but I used to watch so you think you can dance, and I loved Bollywood, and I love Indian food so I was really excited to try the food and experience the new culture. I was trying to be really open minded about it and not have a lot of expectations but also be aware of my safety."*

One of the students from the United States also shared, *"The way that Indian people are portrayed in American media is so stupid, oh they work at a gas station or they work at a convenience store, and they have a thick accent and they are darker skinned. That is inaccurate there are some of those people, but just because you see them every so often, that doesn't mean it speaks for the billions of people. Our limited media perception limits your thinking and that other people you may experience in India."*

The perception of Indian students regarding their U.S. counterparts by living together for the period of the program also changed. One student said, *"I was surprised with the fact that all the students from the US have taken student loans for their studies and they were going to repay them by working. I felt that it was very different from the Indian context and this changed the perception that I had earlier. I never knew that part that they are working and studying and repaying their loan as well."* Another student shared, *"They were capable of doing everything*

themselves. They were very punctual and always reported at time. I thought that they would be spoiled. I was more spoiled than them."

Advocacy and Responsibility for the Environment: The students, U.S. and Indian alike, shared that they became more responsible towards social and environmental issues. Not only they try to use the resources judiciously, they also started advocating for these issues. One such example is, *"I feel more concerned about my society my environment like saving water, saving electricity, and waste management. These small things have changed my perception about using the resources. After coming back from project, I try to insist people or even my parent to waste less water."*

Adaptation and Flexibility: The students shared their adaptability and flexibility that they had to learn and practice by being part of the Rural Youth Volunteers in India program. The program was ever evolving; the culture and language, living arrangements, weather, and many factors led the program participants to constantly adapt to the new environment. This flexibility was also important due to different concepts of Indian and U.S. times. The participants also made decisions to change things that were not working. Flexibility and adaptability were also important in accommodating different ideas, personalities, work pace and points of views. Some examples of adaptability and flexibility are as under:

I think staying away from our family for two and a half months was difficult because in the Indian context, we usually live together or stay at the same room. I am sure it is difficult for the American students as well traveling to a completely different country. However, we created our own families here and it was even more difficult to let them go. I think I learned adapting to different situations.

I think one thing that as a team we all really adapted well was flexibility. We just learned to be really flexible and we typically had an agenda multiple things to do for the day and we would typically want to do them in a certain order but sometimes like we would just switch that order because there's no electricity or we need to go shopping to make a product out in a different town or something so we became very flexible. I think the fact that our team is really good and communication like we have no issues in communicating with each other and if there's an issue we address it head on. So I think that the fact that we became so

flexible and the fact that we were so willing to communicate with one another is how we overcame all these challenges. At the end of the day.

I'm a really fast paced person and I do things really quickly and do them really efficiently. I just get them done and, on this trip, I couldn't really do that at all. There is all you know there's many things that were out of our control and we just had to go with the flow. So I think that one thing I definitely have to put into practice a lot more is just kind of like slowing down a little bit like some things don't need to be as fast paced as other things like It's ok to take your time with some things.

Resiliency and Improved Self-Efficacy: The participants shared about the challenges that they faced in the program and the ways these challenges and hardships shaped their self-efficacy and improved resiliency. The participants applied the skills that they learned in the program to other areas of their life after the program was over. One such examples is as follows, " Thanks to [one of the program's co-director]. Not only am I a team player, but she also made me recognize that I am also a team leader. Now I have no problem stepping up and speaking up for others. When it comes to teamwork the final education fair we had at the school, I really used that opportunity to reflect. I was in charge of it a lot with [name of peers], there was a time where we would butt heads and I realized that I just wanted everything done how I wanted and I didn't let her input and I was just like, 'why did I do that? We're supposed to be a team?' Now, I definitely feel like I'm more social because I was put out there. Now, that I present I don't get nervous anymore, yeah I'm still like, 'I'm shy' but I don't get nervous because I had to present in front of the Indian embassy and the US embassy so I just like this is nothing, well school is everything but (laughs) the pressure you feel is not as extreme. I feel like I can do anything now."

One of the Indian students shared, "Success was reflected in terms of knowledge, skills and capability. The knowledge was exchanged through discussions between the American and Indian students. Skill set was enhanced through our engagement in the development sector. Developing entrepreneurship thoughts and making products was unimaginable. Being an Indian student, I never thought I could do it in the community. I would have imagined or maybe would have taken these steps forward by contacting other NGOs, but here we had to make it ourselves first. Therefore, this proved to be a major success for a sustainable future."

Improved Communication Skills: The student participants noted that their communication skills improved because of going back and forth across different language and cultural pragmatics, even though it was stressful at the time. Due to transitioning and shading through various cultural contexts of conversations, many participants reported gains in their listening and communication skills. An Indian student shared such example, *“I explored a lot of my skills as a listener. I could easily communicate with the community members and participate in theatre. People wanted to listen to me and I could create documentation for monitoring and evaluation. Documenting the program is an important task. It helped improve the quality and evaluation and communication skill that was key skill to any student. I learned how to control my emotions.”* Many Indian students also reported learning to disagree with their peers and to communicate those disagreements without having to worry about jeopardizing their relationships.

Empathy: The student participants also reported using empathy in their work with the communities (an essential ingredient of human centered design). During the program period, they also learned about human conditions and community resiliency that helped them build empathy. Two such examples are as under:

My learning was that empathy is important when you are engaging with the community. Any project because you need to be a part of the community so that they can be a part of your project. Also, one more thing to add is that you should follow up on your project because the project gets over but the relationships continue. So, we can motivate them at least we can give suggestions to them but we need to follow up.

I get very sensitive because I have worked with those people who have little water but still, they are managing their life and living. They have little money but they are sending their children to school. So, working in the community and living in the village helped me to understand their problem. It helps me to become more sensitive human being to work. Now I am applying with me, my parents, my society in daily routine. Therefore, I have changed in a positive manner.

Self-Reflection on Privilege and Positionality: Building empathy and sensitivity towards human conditions also helped them understand that they would be working with the community and not for the community. The student participants also recognized that they were not “experts” and they needed to learn a lot from the community members. This type of self-reflection is important in the community work. One of the students, who could not stay longer in the program, came with the mindset that they were there to “help the communities”. It does not allow building relationships with the community members when there is a power hierarchy in such relationships. Many students wrote daily journals to reflect their thoughts. All student participants were also required to submit their reflections once in 4 weeks. Below is one example from one of the U.S. students about her understanding of her privilege and situating herself in a community collaborator than a community helper.

They [the community members] were very welcoming and they seemed happy for us to be there because they knew we wanted to, not help, but work with them, and that we were not there to take over anything. I was kind of worried about that definitely, I didn't want them to see us as white people coming in and trying to fix them or something but I feel like they didn't see us like that, that wasn't our goal so I am glad we were all on the same page and working together.

Cultural Exchanges: The student participants got many opportunities to share their cultures with each other. The program director and the coordinator created many other opportunities for the students to experience Indian culture. Such opportunities include attending various tea parties, lunch and dinner hosted by the community members; a family invited the students and faculty to their mango orchard for the mango/milk party; one of the community members invited the team to his rifle range, where the students got to meet with nationally known elderly shooter. The students and the faculty co-director also attended International Yoga camp. The program coordinator arranged for the students to attend an Indian wedding party. One of the co-directors, along with two ESRO team members, took many students to Rishikesh, one of the tourist places, where they also visited the national Ganga cleaning project. One of the host families took some students to Taj Mahal in Agra. The American students talked with their families frequently over the video chat and introduced their Indian peers to their families. They continue to have those cultural exchanges. One of the participants shared that the Indian community youth video chatted with the student and her roommates. Another participant shared the use of social media in cultural exchange, *“We are able to exchange our cultures with each other. Because we spent so*

much time living in their culture and being in their culture and them talking to us and learning from us, we send each other cultural memes too, which, is funny, because I'm like, 'I don't know why this is popping up on my explore page but I totally understand it!' like and send- and same for them. It is cool that we can see that cultural exchange."

Learning by Doing: Overall, the student participants in the program learned several skills by doing, applying what they had learned in their college, and taking their new learning to different realms of their lives. One such example is, *"This program really changed me as a person and I learned lot of things like I learnt to be punctual, be patient and on time, when I don't feel to work but still, I have to work. Respecting the amount of time that others are giving us the energy that we are contributing. I think this project should happen again, because this really changes a person. In addition, it is meaningful and helpful for the cause. College mate and the people who would like to work in the kind of project were appreciating. It was very experiential learning in the project. We had not only learned just practical ground but also learned by doing and by listening and observing on ground. This was also one of the key aspects of the project. Therefore, it is my opinion that I feel such project should happen again."*

As one of the faculty participants shared that it would be interesting to explore the program impact on student participants over the years to come. Even though most student interviews were conducted a year after the program ended, the students were still in their formative years of identity development and career explorations. It would be meaningful to continue following their growth. In the next section, we present the data on collaborations that emerged out of the program evaluation process.

Impact: Collaborations

Collaborating with a large group of people, who spoke different languages and had different communication styles and worldview, was definitely a challenge for most participants. However, many virtues developed over the period of this program because of this cross-cultural collaboration. This section is divided into four main subsections: 1) Challenges in collaborations; 2) External factors that affected collaborations; 3) Complementary collaborations, 4) Improved and continued collaborations.

Challenges in Collaborations

Under each challenge, we provide one or two examples using student participants' voice.

Big groups and different viewpoints

I am all for being a team player, I like collaboration, I like how it brings in other people's perspectives. Sometimes it is frustrating because you are working with 100 different other personalities with people but overall you are going to get more out of it.

Different communication styles

The way we do it is definitely different. Western culture is very fast paced. Say what you need to say and get it over with, very quickly. Whereas, eastern culture they are going sit there and take the time to talk about you with something, they are going to want to know about you, where you come from, and I think that is super important because that is all things you bring with the person you are in that moment. Taking the chance to get to know that for somebody in our culture is super intimate it is a very intimate exchange. Whereas, there it is just me knowing your name is knowing where your family is from in India. There I find myself getting frustrated like, 'why do you need to know that right now that has nothing to do with what we are talking about.' But as I reflect now I see it is getting to understand where you are coming from and what your perspective is. It's funny because I don't know if that is intentional but it is great and it works it makes things more comfortable and communicative. That is why they are so comfortable with each other whereas here everyone is distant, because it is classified as such an intimate exchange for us.

Hierarchy in collaborations: Flat hierarchy vs. vertical hierarchy

One thing I noticed that usually when they are collaborating there is one or two kind of leaders more likely maybe in the United States we try to be equal and have equal say. That was one difference; usually there is one person that takes the lead with the Indian Students.

In general, our relationships with our professors, the students from India, it is a lot more like, 'professional and this is how it is and this is your professor.' Whereas,

Meenal is a special exception, obviously that's not how it is with all of our professors, but it is more of like a relationship. I can see too that the students from India have a special relationship with Meenal, and they are like, 'you are so cool!' not comparatively to their professors (laughs) but it is just a different type of relationship. I feel like it is, I don't want to say equal, but like I feel like we brought that to them. We are all in this together. Everyone's opinion is valid and everyone has something to bring to it.

Language barriers

Sometimes it was hard to collaborate with community members because American students had hard time understanding the language and sometimes-Indian students had to do double duty to translate for community members and for the American students. It was hard, stressful, and time consuming but I do not know if there are any other ways to do it.

External Factors that affected Collaborations

Below are some examples under each sub theme.

Extremely Hot Weather

The overall atmosphere was really hot and sweaty and we were all tired so sometimes people were more likely to lash out that was definitely a factor.

Differential Treatment of U.S. Students and Indian Students

There was one incidence where we were getting many news media and I was talking to the coordinator why does the title always say, 'American students are testing this' 'American faculty is doing this'. This is bizarre. I don't care if my name is not there; I don't care about the press. I actually liked that people were giving more importance to my colleague. But as far as the students were concerned I wanted to see Lady Irwin college students in the same way in the news media. Because that would affect our team processes, that would affect the collaboration, because it's not just the American students who are doing this. I also noticed a pattern in the news and I asked one of the Indian team members, 'so how come these three particular

American students are the only ones that are always in the news? Why not our other American (students of color) students?' The response was, 'because they are the only ones that look like Americans.' And I was so angry. I said, 'excuse me, do you even know who Americans are? You think there are only white people in the United States?' These different treatments definitely gave us more legwork to do before we could collaborate in a smoother manner.

Differential Treatment and fall through with Host Families

The host families were also giving more importance to our HSU students than Lady Irwin College students. Thinking that Lady Irwin College students are local and HSU students are just like guests- HSU person is guest and Lady Irwin College is on the host team. And putting more responsibilities on Lady Irwin College students for taking care of HSU students. In fact, some of them expected that Lady Irwin College students should also help them in the kitchen or something and feeding HSU students. So sometimes, that also affected some team processes. Lady Irwin College students took multiple burdens of translation and trying to meet the host families' expectations. I think Lady Irwin College students were very good sports like, 'it doesn't matter, it's not fun that they are expecting things from me but not from the other student but it's temporary we will be okay.' American students, until they learned what was going on, interpreted this treatment as if they were treated more as outsiders than their Indian counterparts.

Deep rooted Patriarchal Structures

Many students and faculty members in the program were challenged by the patriarchal structures in the communities, more in Tavelagarhi than in the Daula community. The students also challenged the program coordinator at many instances for some of the practices in the villages, (mis)interpreting his attitudes as endorsing those practices. There were many instances where the female program co-director had to negotiate some of these challenges, *"We are not here to change these deep rooted traditions. It is work in progress. The only way we could show them our power (women) is to do our work with the most integrity. You might say that we do not have to prove ourselves. I agree with you but in this context and in this time frame, this is the only thing that seems like a reasonable choice".* There were instances where the community members treated the only male student differently than our women students. One of the students shared her concerns, *"At first I was upset towards him because*

everyone loves him because he's a dude, that's why they respect him. It got to a point where they thought he was a professor and when they would talk to us in a group it would be directed towards him only. And they wouldn't talk to all of us. That was annoying but it's the culture, it's not just him, it's all of us. I thought that he was supposed to be the brains and sure he did input but it was all of us at the end of the day." The female co-director, who grew up in India, worked in the U.S., shared her appreciation for her male colleague, the co-director of the program, "Lonny was a big support. I think one of the things that was very useful for Indian males to model Lonny's behaviors—that you can be a male and a sensitive person at the same time. You can be a professional, strong professional, but you could also respect your female counterparts as strong professionals. So, I think that was really useful for male collaborators to see that."

Complementary Collaborations

Below are some examples under each sub theme.

Interdisciplinary and Intercultural Collaborations.

It was a really cool experience to get to dabble in different parts: child development working with kids; or environmental education which, is my major concentration, so that was cool to go in to schools and do that; there was also environment engineering perspectives parts of that with the products. It was cool to dabble in different areas of specialty and concentration.

I found it easier to teach design to Child Development majors than Engineering majors because of how much was already collaboratively focused in the curriculum. Child Development is already so used to working with people and has already found out that there are certain things that if you want to make it better, you have to make it better together. In Engineering some things aren't like that. Often there is some physical infrastructure that you don't even want but it's the less people, the less chefs in the kitchen the better sometimes. But anything that is going to be interfacing with the community at large really needs to be collaboratively designed. And so it was really fun to see that cross over and I think that I did learn a lot there.

People bringing different Strengths

I think collaboration I learned that everyone has something to bring to the table. It is all valuable and nothing is more valuable than something else. You can't

function if you only have people coming from one specific mindset or one specific framework.

Both were observant but the perspective we had was different. Through some activities, American students helped us to strategize in building something and improving skills. They were more systematic and structured. But in Indian context, we were flexible enough to fit in the community. So both students molded each other to execute this program. We became more structured and had to work systemically to get more output. They helped us form a community within the community, hence our core members, our core teams and few community leaders, helped us to form a structure in a small group and helped us to reach great success.

I think both have their own skill set but being an Indian student, we were more at advantage because have better understanding of local language so we knew both Hindi and English. It helps us in establishing the communication between the rural community and US volunteer. I found US students were more organized. We were more flexible and they were more organized which helps us to smoothly implement the project." Both of us respect to each other with their domain area and this mutual understanding helps to successfully complete the project. So, if you are just flexible and not so organized in the field will not deliver the work. Similarly, if the US volunteers would be so organized but not flexible then also it will not be worked. We had our educational skills and US Volunteers had their own learning. So, we just focused on our expertise of work.

Improved and continued collaborations

Many students shared the challenges in collaboration but also improved communication and self-efficacy because of this 11-weeks long program. As one of the faculty participants shared, *"To me it is the same thing, it's the same. The program is the relationships in a lot of ways. It very hard for me because for me there is no program without the relationships. You know. They are kinda the same thing."* Another faculty member shared the importance of continued and sustained collaborations, *"This program was built on a lot of relationship building that was sustained over a period of time and I also like to believe that I will continue to sustain all of the relationships that I have formed in this project to leverage them in future. I believe in people that I like to work with; I like to believe in the sustainability in the relationships that I could carry forward."* Lady Irwin College faculty members are already collaborating with ESRO team

members on different projects. Two students from Lady Irwin College went back to their respective communities to collect their thesis data.

Despite the initial and continued challenges, the student participants worked hard on collaborating and producing results. One of the students shared, *"When we were excited about a project, we were more likely to collaborate with people and work harder when you are really inspired, rather than just like trying to get something done, than you just want to get it done maybe by yourself."* Overall, the students felt they learned a lot about collaboration through this program. In the words of one of the HSU students, *"I feel like we all learned so much and even thought it was really hard, the program taught us things like we wouldn't have learned anywhere else. Working on a team and working with people that don't speak the same language as you, and relying on each other, and different things. Also, just working together on a project with people from different background, or people that study different things, it really taught be a lot about collaboration. I feel like the program did a really good job in making sure we were safe and educated about the things that we needed to know and it was amazing that it was all expenses paid."*

Impact on Communities

The two faculty co-directors shared their views on success of the program for the communities.

For the Indian community participants, my goal is that they feel community inspiration and higher agency in their ability to affect change in their community.

In terms of communities, both communities were successful in different ways. If I compare one with the other it would be comparing apples with oranges because they had very different structures, very different dynamics, very different groups. One was very highly dominated by one caste and more homogenous structure, close-knit type of community. Another one there was one caste dominated but there was more diversity of people of caste and class. I think it is more beneficial to have a diverse community even though there were many challenges, how do you bring people on one problem or aspect that you would like to solve those issues. But when they come together they bring different skills. Whereas if there is one homogenous group, one caste, if they agree on something if they agree on your agenda they could

bring a big change, but if they don't then they all can fall victim for one kind of mentality that they don't want to participate. That is sometimes hard to break. So, those were the differences in the two communities so that it why it is hard to compare them. Also for one of the communities, the support for our student projects was, in my observation, coming from people that are more influential. So, let's say, If I am in a position of power, and there is an event in the department, and I ask, actually I tell each student to attend that event and that the event was mandatory for their attendance. So, I think that is what was happening in one of the communities. That you have to go there you have to be there because these students have come from so far, you have to support them, So there was that kind of push from influential leaders, even though people did not want to come, or may not want to come, they came. Whereas in another community, the participation was more voluntary. If it makes sense.

As one of the faculty participants also brought up a point that Daula community is more active on Facebook compared to Tavelagarhi, therefore, it is hard to assess the continued work in Tavelagarhi. One of the students from Daula team shared, *"Being there, I feel like there was a lot of little things, actually doing the work, it was like, 'what is going to happen when we leave?' We didn't really have products that, 'definitely we are going to try to sell this.' It was chaos a lot of the time. But seeing Mission Clean Daula still happening and the awareness and being a part of this community from a distance I feel like it has been extremely successful and continued to succeed in cleaning up their community and being inspiring to other communities and even just other people on Facebook or wherever."*

Both community core teams, Daula and Tavelagarhi, have continued to work on the programs in their communities. Both communities are focused on the same issues (water conservation/sanitation and waste management) with different age groups. Daula has more adolescents and young adults along with support from elderly members of the community. The **Daula community core team** has been now working for last **69 weeks** (since the program ended) every Sunday, in cleaning their community. The goal is to make Daula a model community for nearby villages. The focus has shifted from doing the task to empowering other community fellows so that they can also participate in the program. Other organizations such as Maharana Pratap Youth Club, Mission Samriddhi, and Gram Panchayat (Village Council of Daula) are coming forward to support the program. The team is reaching out to different castes and communities. The cause is becoming diverse with more

representations from different class, caste, religion, gender, and education levels. The community has also picked the model to work in separate wards in the village so that each ward's representatives can come forward in the planning and implementation process. The pictures of some of their ongoing activities of the community core team are on their Facebook page (Mission Clean Doula), <https://www.facebook.com/Cleandaula123/>. The page has about **1107 page** likes. The group has been in constant contact with the Rural Youth team through social media platforms. The village council has established two separate bins for dry and wet waste throughout the community. They have started seeing the value in this work.

Updates from 2019 Summer Visit: There are 15 different wards in the Daula village. The team did a survey with 120 households in ward number 6. About 95 households each agreed to pay Rs. 50 per month to hire someone to take the trash out of their homes and clean their ward. During the data collection process, the Daula core team members also educated people in these households on separating their wet waste from their dry waste. Each household is requested to keep two bins. The core team has also worked with the village council to get them lease one beegha land for waste disposal. Dr. Amod, who also worked with HSU and Lady Irwin teams in the Daula community is supporting the community through technology, expertise, and resources for waste management in this land. During the process of initiation of this work in the ward 6, a member from another ward came and requested the core team to help him set up the process in his ward. This was a good sign that people are becoming aware that there is waste around that is causing health issues and that something needs to be done. The core team members talked to him about how one of the ward members had initiated this drive in his ward 6 and that he could be the one to start the same appeal in his ward. The core team members said that they would support the efforts in the same way as they were supporting for the ward number 6. It is important that the core team engages community members instead of doing the work for them and scaffolds the process. The team members also shared their challenges with me. For example, some people criticize the core team members for their persistence in their efforts; sometimes, parents want their youth to focus on their education and careers and this work is seen as a hindrance; some antisocial groups spread the messages of hatred based on religion and caste and try to tap into young energy—there is certainly a push and pull process going on in the community. But overall, the team members demonstrated their satisfaction with the ongoing activities.

The **Tavelagarhi community core team** is led by the ESRO coordinator, Sanjay Rana, who works collaboratively with some school teachers and community's elderly members to continue the messages of the program. This team has also expanded its work with various religious groups, castes, and class. Since ESRO coordinator does not live in Tavelagarhi, the synergy of this core team is not as strong as team Daula. However, the coordinator is taking premature retirement from his regular job and is planning to invest more time and energy in the community.

Updates from 2019 Summer Visit: Sanjay Rana, along with the Tavelagarhi core team members, has created a WhatsApp group that also included many community teachers since last report period. I am also part of that group now so that I can also get updates. Some of the core team members engage community children in the education around water and waste through drawing, poetry, street plays, songs, and other mediums of art. These young high school students have essentially taken the role of mentors to younger children to impart environmental education. The adult ESRO team members coach these community youth to pass on this knowledge/skill to younger children in the community. I also visited the school where we had held education fair during the program. We (Sanjay Rana, a community member, the school principal, and I) informally spoke with the students to know if they see any changes as a result of the program. The responses included: more tree plantations in the school and outside in the village, awareness and actions towards water conservation, plan to start the rain catchment in the school premises, and paying more attention in school to understand the applicability of science concepts into real life situations. One of the school students also held 3rd position in the state in her 10th grade state wide exams.

Increased Women Participation in the Communities: In Daula, the women have started to participate with the men in cleaning their communities. Below are two examples of changed women participation.

It was very good to see that the women who were never willing to be part of cleaning drive during the project time were now participating. We used to go to them to convince them to participate. They were empowered and knowledgeable but

somehow, they were still reluctant to be a part of this project. Now it is very good to see that they are coming up and showing willingness to be part of this project.

When initially we were taking the vote in the community about the waste management and called all community member to participate but only the male member arrive to give the vote. So, we changed the strategy for involving the women in the movement, we took another day for women vote and only called to women there. This gender gap was seen but people understand. So, it is more like gender gap is reducing even it by one percent it is important. if there are like forty men in the room for this communication you will see two women are present. Hoping to see the gender gap reducing more and also when we talked in community, men said that KUDA FEKNA TO AURTON KA KAM HAI, so it is women's responsibility to throw or manage the waste. That is my entire thesis about perception of women on waste management. When you talk about this to women, they have different perception; they do it because of tradition because of their responsibility.

Even visiting organization is such a big deal in community like this because girls have various restrictions around there. So girls are coming out to participate in program. So all India have family approach. If family allows then girls are permitted to go outside. So these girls break the wall and family allows them to go centre. That is an achievement. Recently we shared them picture, which girls were working with them. And there are different mindset people so its mile stone girls coming out of the homes, working with them, girls on the field. So, these are the success which we see clearly.

Below are some examples of how the student participants felt about the impacts in the Daula community.

It is hard to notice big changes in ten weeks but I have noticed small changes like they are aware now and they know what we are talking about like plastic is bad and little things like they are reducing the amount of plastics they use and they just carry the soda bottle. Another example, is that our driver had a party for us and usually he uses plastic disposable cups but he made sure he used metal reusable cups and we were so proud. It starts with small changes to make big differences.

Another thing I can see in the community is people have started to take their own bag from homes as they also saw our bags. People were also taking pride in using cloth bag.

We can make people think like we have two kind of needs; one is felt and another is unfelt. So, waste management was unfelt need which we had converted in to felt need. I think that is success. So that program is success which I think we can achieve in two and half month. We did it because people were thinking about it after we left and that was our project success.

I think it was the biggest achievement for me to be able to mobilize the community towards sustainability within ten weeks. We also got to identify entrepreneurship aspects to build product and then make a strategy about marketing as well as making it sustainable. The participation in this project was commendable considering that the time was very limited and do. When I look back now and think how the community is sustaining itself, they are creating this environment for themselves and regularly updating social media handles to create awareness without our support. Initially, only boys were participating but after two weeks girls had joined that After that there was an NGO at local level which helped us to take forward our initiative and had come up with a machine that could clean the pond. Therefore, we can see progress happening.

Program Recommendations

The participants in the evaluation study also shared many recommendations for the future program.

Government and Community Levels of Support: One of the recommendations was to solicit support from government and nearby communities. Daula, however, with their continued community organizing, has been able to get the support of their village council. One of the students shared, *"I will strongly suggest collaborating with the main stakeholder that is the government, Member of Legislative Assembly of Baraut area, District Magistrate, Panchayat Pradhan."*

Clear Expectations: Due to the nature of the program, it was difficult to predict the clear structure and flow ahead of time, which put some students in disequilibrium. We had some knowledge of the needs through the pre-assessment—that water conservation and waste management were the issues but that information came from a limited data. We wanted to get more community input, especially on solutions. However, if we continue to do this program in future, we have a framework now. One of the students provided the recommendation, *“I think more defined goals, more specifically, some set objectives before we get there because we really weren’t sure. It seemed like to me some of the child development girls thought they would be working with kids, and we were developing products instead! (laughs). That was little fun for me at some points because we had a say in how it was going, but it wasn’t very clear in the beginning. I think that is the one huge thing I would change.”*

Bilateral Exchange: Some U.S. students and Lady Irwin College faculty members shared that it would be a meaningful learning experience in future to create a bilateral exchange program, where students from each institution can experience each other’s culture. In words of one of the students from the United States, *“There should be, the students that we worked with in India should get to come here. It wasn’t fair and there are so many things that them coming here they could learn and also give their own framework too. That would be cool, we get to go there, but why can’t they come here?”*

More Secure Host Family Situations: Many students shared their concerns about the three host family situations that did not work out, due to which the program coordinator had to absorb most of those students into his house. In future, a more solid host families program should be in place. The program coordinator has suggested (the co-director had also proposed this in the beginning phases of the grant) to place all the students in one residential hostel. There are different means of providing the cultural immersion experiences such as the weekly dinners/tea parties at various community members’ houses. The host families set up might not work in future for this area.

Living in the Community: At least three Indian students recommended that in future the students should be able to live in the communities instead of living in Baraut. This was the initial grant requirement, which we negotiated due to safety reasons. We would still like to keep the safety of our students as our priority. However, we also understand the reasoning behind these recommendations. In words of one of the students, *“I would like to suggest about the arrangement for student staying within the village because can easily adapt to the local*

condition and the people whom they have to interact there. It is a better way understand their culture and the problems generally, they face in their surroundings. It would be helpful and easy to prepare a successful project plan. So like half of the day we were spending with the community and expecting to bring a big change. It is impossible to change behavior in short. If we get another chance, we would prefer to live in the community."

Different Season for the Program: Many students, Lady Irwin College faculty, and the program coordinator suggested that this program should take place in a different season than summer. However, for full time faculty members in a U.S. University, where summer is the only time, when the program's co-directors can run a program longer than 8 weeks, it is not feasible. However, we also understand the limitations of the summer (More ACs, risk of getting heat strokes, and reduced work efficiency). In words of one of the students, *"I would like to suggest such project can be implemented in some other season than summer. Due to extreme weather condition sometimes, it was difficult for volunteers to work during summer season on midafternoon like 12 to 2 pm. The sun was literally over our heads. So, we could not go out due to high heat conditions. It was still difficult for us to cope up in that environment. We utilized our time in very positive manner by doing internet research during that time."* One of the Lady Irwin College faculty members suggested that the program should end mid-July due to the beginning of new academic session for graduate students.

More Faculty Members on the Ground: The students and the Lady Irwin College faculty felt that there should be at least two faculty members on the ground, one for each community. One of the faculty directors stayed for the complete 11 weeks; another one stayed for 5 weeks, 3 weeks in the beginning and 2 weeks towards the end of the program. In the words of one of the students, *"More Faculty Members' involvement on the Ground. I would love to have more faculty members with us. I think from both schools. I love (name of one of the co-directors), her but that was a lot, way too much for one person. Because everyone is trying to do things and everyone is working she still had so much weight of the program on her that was something that was going to be with her throughout the program I think it would have been helpful to have another faculty member that was there with us. Whether it was from Lady Irwin, HSU, I would have been great to have that. It was unfortunate that we only had (another co-director) at the beginning and the end it would have been great to have him too, but I would have loved to have more Lady Irwin faculty too I know the way they are in school too that schedule is a little different than ours here. They came to visit and they gave us so many ideas but there were so many other things we wanted to talk about with them but we could not because of time. They were only there and they*

had to go back to Delhi. There were resources that they had and always trying to communicate via WhatsApp, when we know they are two hours away and we could somehow find a way to get to them was frustrating. I think we would have all benefited more if we had more faculty with us." The Lady Irwin faculty members also shared their willingness to be more involved in future programs on the ground.

Easier and Timely Visa Processes: *We would have loved to have everyone's Visas done and ready to go but it's like not everyone had everything. Now that you know what you need, things are easier to fall in to place.*

Timely Disbursement of Money: Some students shared that they would have liked to get some money in advance to book their tickets instead of spending their limited resources to buy tickets and getting their reimbursed. One of the students shared, *"I understand the money has to go through a bunch of people and everyone has to sign a bunch of stuff, but even like US students we all had to buy our stuff before and then we got reimbursed for it. I know it was a problem for me I don't know if it was for other people, and going through the processing I think that having the flight money beforehand would have helped. The overall timeline, we didn't find out we got in to the program and then having the timeline be quicker, I understand this was the first one, but improvement wise it is a big deal to know like, 'am I going to be in India this summer or do I need to find somewhere to live?' I had my own things about moving my stuff where I was not sure what was going to happen so having more preparation time, but also, we were prepared in the information that we got and things like that."*

Utilization of Time/Resources at US Embassy in More Effective Ways: The students and faculty participants appreciated the support of the US Embassy and found the trainings on health and safety useful. However, for the future programs, we would also like to suggest that we could minimize the overhead cost and time by making these trainings online and combining the mid-semester presentations and the U.S. Embassy visits together at the community sites.

Two Phases of the Programs: Some students shared that this should be a multi stage program. *"I agree that the grant is limited but I think we should provide opportunity for creating awareness first like maybe one summer strictly on teaching what is waste management and getting to know the community. And on the next summer, they should do entrepreneurship because I think trying to do behaviour change/ awareness and social entrepreneurship in ten weeks, that is like*

really small time and ambitious. So I would recommend if time and money allows that should do that separately."

Number of Students in Future Programs: One of the Lady Irwin College faculty members suggested fewer number of students for the future programs and more community members involvement, whereas some students from the Daula community felt that the community was too large to cover every single ward, therefore needed more members. *"More can be done there as it was a really big village. So, more students should participate to help us cover the entire village as we did not have so much time to communicate in every area and understand and engage to make it more successful."*

In the coming sections, we provide the data collection tools, program pictures, and media coverage of the program.

Project Name: Rural Youth Volunteers in India (Village Daula and Village Tavelagarhi) Baseline Research by California Center for Rural Policy (CCRP) and Centre for Environment Communication (CEC) TOOL: COMMUNITY ASSET MAPPING Timeline: Data recordings in by April 30 th , 2018	
Assets	Notes (Questions including frequencies/discussion)
EDUCATION	
Primary Schools (Class 1-5) in Village	
Junior High Schools (Class 6-8) in Village	
High Schools (Class 9-10) in Village	
Inter College Schools (Class 11-12) in Village	
Colleges close to Village (radius 10-30 km)	
People with Primary Education	
People with High School/Inter Education	
People with College Education	
Village Teachers Teaching Village Schools	
Teachers who go out of the community to teach	
Educated Community Members outside of Village	
FOOD AND HEALTH	Notes (Questions including frequencies/discussion)
Access to Fresh Vegetables/Fruits	
Ayurvedic Specialist (Vaidh) in the Village	
Doctors in the Village	
Primary Health Centers/Sub Centers in the Village	
Hospitals in the Village	
Hospitals close to Village (30 km radius)	
Midwives in the Village	

Organic Farms in the Village	
Yoga Teacher in the Village	
People with knowledge of medicinal plants in the Village	

INFRASTRUCTURE	Notes (Questions including frequencies/discussion)
Accessible Road (Pakki Sadak) (within and to the village)	
Dairies in Village	
Electricity	
Generators	
Government Hand Pumps	
Kohloo	
Temple	
Mosques	
Jain Temple	
Kachhe Ghar	
Sewage System	
Shops in the Village (Types of Businesses)	
Solar System	

Assets	Notes (Questions including frequencies/discussion)
Submersible Pumps	
Reversible Osmosis (RO) Filtration System (Knowledge)	
Toilets in Home	
WOMEN AND CHILDREN	
Mid-Day Meal for Children in Schools	
Safe Place for Children to Play Outdoors	
Safety for Women to walk at night	
Women in farming/gardening	
Women in Politics/Village Council	
Women Knitting	
Women Noodles (sewain)	
Women Tailoring/Embroidery	
Women who know Food Preservation	
Women who know how to Make Papad	
Women who know how to make Sweets	
Areas of decision making	
Changes that you see in the greenery of this village since your marriage	
Children (11-18 yrs.)	

Youth (18-29 yrs.)	
NATURE CAPITAL	
Cattle	
Compost heaps (Kurdi)	
Main Crops	
Farmers who grow fruits/vegetables and other Cash Crops	
Orchards (Bagh)	
Ponds	
Wells	
Other Water Sources	
Trees (General view on the greenery)	
Per capita Land (On an average)	

HUMAN CAPITAL	
Barber	
Panchayat Secretary (1)—Roles and Responsibilities	
Pujari/Maulvi	
Carpenter	
Cattle disposal (who does that work?)	

Elderly People with Traditional Knowledge	
Electrician	
Iron Smith (Luhar)	
Fields Laborers	
Fields on Batai	
Support from Community Members in the field (farming)	
Patwari – Roles and Responsibilities	
People Migrated In (after retirement)	
People with Disabilities	
Plumber	
Social Worker	
Traditional Knowledge (Wise Person)—Informal Counselors	
Washer man (Dhobi or Dhobin)	
Halwai	
Women Supporting Each Other	

Assets	How Many? And what are these programs?	Notes
OTHER PROGRAMS		
Government Programs (Yojna)		
NGOs Programs (Yojna)		
Self-created Programs (Yojna)		

1. Please share the background and the personal history of the village.
2. Please share what you like to do and contribute to your community.
3. Please share a successful story of your village.
4. Please share about a challenging time when the community members came together and solved a problem.

10 members; women representation, elderly representation, youth representation (above 18 yrs of age)

Project Name: Rural Youth Volunteers in India (Village Daula and Village Tavelagarhi)
Baseline Research by California Center for Rural Policy (CCRP) and Centre for Environment
Communication (CEC)

TOOL: VILLAGE NEED ASSESSMENT

Timeline: Data recordings in by April 30th, 2018

General Information (CAPITAL LETTERS)

Name of the Respondent	:		Type of Respondent	:	
Mother's Name	:				
Father's Name	:				
Age	:		Gender	:	(1) Male (2) Female (3) Other
Educational Level: (1) No School (2) Primary School (3) High School (3) Inter (4) College (5) Professional degree (6) Other--- --	:				
Religion: (1) Hindu (2) Muslim (3)Other -----					
Caste (1) Jaat (2) Baniya (3) Brahmin (4) SC/ST (5) Others----- -----					
Profession (1) Farmer (2) Homemaker (3) Carpenter (4) Business Person (5) Doctor (6) Teacher (7) Other -----					
Political Standing: 1) Leader (2) Citizen (3) Pradhan (4) None (5) Other -----					

Part I: Needs of the Community using Design Thinking Framework

Select 25 participants from each village. These people should be representative of the following categories.

1. Should represent different age groups (11-90 years)
2. Should represent different gender (male, female, other)
3. Should represent different religions (Hindu, Muslims, Other)
4. Should represent different castes (Jaat, Baniya, Brahmin, SC/ST)
5. Should represent different professions (Farmer, homemaker, carpenter, business person, doctor, teacher, other)

6. Should represent different educational levels (no school, high school, college, professional degree)
7. Should represent different political standing (leader, citizen of the village)

Questions to Ask

1. Describe a typical day in your day-to-day life.
2. Describe some day-to-day challenges in your life.
3. What are some of the things you or others could do to help overcome the challenges?
4. Describe the problems that you see in your village.
5. What are some of the ways to solve the problems?

Sample Selection for Community Assessment prior to the Program

Project Name: Rural Youth Volunteers in India Village Daula and Village Tavelagarhi

	Jaat	Baniya	Brahmin	SC/ST	Muslim	Total
Age						
11-18 yrs	1	1	1	1	1	5
19-39 yrs	1	1	1	1	1	5
40 -65 yrs	1	1	1	1	1	5
66 - 90 yrs	1	1	1	1	1	5
	4	4	4	4	4	20

Note: 1. Yellow color - Male Respondents & Green - Female Respondents

2. Rest of the five respondents will be teachers, doctors, skill-set based people

Semi-structured Interview Schedule

Script: Hi, my name is _____. My colleague, _____ is also here. We would like to learn about your experiences and the perceptions of the program that you had participated in summer 2018: Rural Youth Volunteers in India. You have provided your permission to record this interview. _____ will be taking notes during our interview. Do you have any procedural questions for us before we begin?

Please tell us about your overall experiences with the program.

1. Are you maintaining the contacts with the community members that you worked with? If so, who initiates the contact? Tell us more about this ongoing exchange. Follow Up: Is this exchange more about the program or in maintaining the relationships?
2. Are you maintaining the contacts with your peer/colleagues (this question could be modified based on who you are asking)? If so, who initiates the contact? Tell us more about this ongoing exchange. Follow Up: Is this exchange more about the program or in maintaining the relationships?
3. What is your perception of the projects' success that you worked on? What is your perception of overall program success? When you answered these questions, what did success mean to you? Follow Up: Which project had the greatest community support?
4. How have your ideas on collaboration changed as a result of this program? Follow Up: What differences did you notice in the collaborative skills between students from India and students from US?
5. What factors influenced the collaborative processes you encountered?

Let us take you back to the time before you came to this program.

1. How did you feel coming in to the project?
2. What expectations did you have prior to the trip regarding what impact this project would have on the community and community members
3. How do you feel about the program now that you are back?
4. What aspects of the program would you change if we replicated the program in the future?

Lastly, I would like to ask you questions regarding the changes in your perception of India/US and people of India/US

1. This project emphasized interdisciplinary and cross-cultural collaboration. Prior to the trip in summer 2018, what was your perception of India (For US Students) or the US (For India students)? After your experience working on this project, how have your perceptions of India/US changed?
2. Prior to the trip in summer 2018, what was your perception of the **people** of India/US? After your experience working on this project, how have your perceptions of the **people** in India/US changes?
3. What are some of the things we could have done differently?
4. What could be done differently to improve the program?

Is there anything else that you would like to tell us that we have not covered in this interview?

Sustainability Focus Groups

1. Last year a group of students and faculty came from Humboldt State University, California and Lady Irwin College, New Delhi. They worked in your community while partnering with you. Could you talk about the program a little bit?

Follow up: What changes have you seen since in your community?

2. The teams left in August 2018 (about 8 months ago). What have you and your community able to continue since then?
3. What are some of your strengths that you did not know that your community had this program?
4. What are some of things your community has done since last year you are very proud of?
5. We have learned that some team members are still in touch with your community. What are some of the benefits that you see due to these continued contacts?
6. What are some of the ways your community could serve as a model for other communities to learn from?
7. What are some of the challenges that you face during the continuation of this program?
8. If you were to do this program differently, what changes would you make?

Name of the Interviewer ----- Date----- Place -----

Interview questions for Youth who continued to work in the project

1. What work has been done since the US and Delhi volunteers left?
2. Who has done this work?
3. Are there plans for continuing the work?
4. What impact has the work had on the community? What demonstrates this impact?
5. What impact has the work had on you? What demonstrates this impact?
6. Did the work of the volunteers from Delhi and the US provide significant support for the project? Give an example
7. How did the work of the volunteers from Delhi and the US influence thinking in your community? Give an example
8. How did community perceptions change over time?
9. How did the work of the volunteers from Delhi and the US influence you? Give an example
10. What changed about your perceptions of US people as a result of your experiences with the US volunteers?
11. What changed about your understanding of yourself as a result of your experiences with the project
12. How did your perceptions change over time?
13. Is there anything you would like to add?

Interview questions for School Staff and students who participated in learning activities

1. What work has been done since the US and Delhi volunteers left?
2. Who has done this work?
3. Are there plans for continuing the work?
4. What impact has the work had on the community? What demonstrates this impact?
5. What impact has the work had on you? What demonstrates this impact?
6. Did the work of the volunteers from Delhi and the US provide significant support for the project? Give an example
7. How did the work of the volunteers from Delhi and the US influence thinking in your community? Give an example
8. How did community perceptions change over time?
9. How did the work of the volunteers from Delhi and the US influence you? Give an example
10. What changed about your perceptions of US people as a result of your experiences with the US volunteers?
11. What changed about your understanding of yourself as a result of your experiences with the project
12. How did your perceptions change over time?
13. SCHOOL STAFF ONLY: What do you think are the three most important effects of the project *on your students*?
14. Is there anything you would like to add?

Interview questions for adult community members who are aware of the project

1. What work has been done since the US and Delhi volunteers left?
2. Who has done this work?
3. Are there plans for continuing the work?
4. What impact has the work had on the community? What demonstrates this impact?
5. What impact has the work had on you? What demonstrates this impact?
6. Did the work of the volunteers from Delhi and the US provide significant support for the project? Give an example
7. How did the work of the volunteers from Delhi and the US influence thinking in your community? Give an example
8. How did community perceptions change over time?
9. How did the work of the volunteers from Delhi and the US influence you? Give an example
10. What changed about your perceptions of US people as a result of your experiences with the US volunteers?
11. What changed about your understanding of yourself as a result of your experiences with the project
12. How did your perceptions change over time?
13. Is there anything you would like to add?

Interview questions for ERSO and GPVS staff who continues to work with the project

1. Approximately how many community members continue to be involved in the projects?
2. What work has been done since the US and Delhi volunteers left?
3. Who has done this work?
4. Are there plans for continuing the work?
5. What impact has the work had on the community? What demonstrates this impact?
6. What impact has the work had on you? What demonstrates this impact?
7. Did the work of the volunteers from Delhi and the US provide significant support for the project? Give an example for each – Delhi and the US
8. How did the work of the volunteers from Delhi and the US influence thinking in the community? Give an example for each- Delhi and the US
9. How did the work of the volunteers from Delhi and the US influence you? Give an example
10. What changed about your perceptions of US people as a result of your experiences with the US volunteers?
11. What changed about your understanding of yourself as a result of your experiences with the project
12. What did you learn from the projects that you are currently using as your work with communities goes forward?
13. What do you think were the three most important effects of the project on community youth?
14. What lessons do you think can be learned from this project about entrepreneurship?
15. Is there anything you would like to add?

Rural Youth Volunteers in India: Experiential Learning Reflections



Summer 2018



HSU and
Lady
Irwin
College
Teams
Heading
from New
Delhi to
Baraut

Arrival in Baraut



A Warm Welcome by ESRO Family

Inauguration Welcome in Baraut



**The Baraut Community
Welcomed Us with a Hawan
and Memento Ceremony**



Traditional Food in Baraut



First class in Baraut



Day 1 in Tavelagarhi



Transect Walk to Various Water Sources

Day 1 in Daula



Transect Walk to the Gosaiwala Pond in Daula, created by Dr. Rajinder Singh, the Waterman of India.

Day 1 in Daula



Some Initial Interactions with the Daula Community

Summer 2018



Meenal Rana w/ Village Chief of Daula, District Magistrate, and the Waterman of India



Lonny Grafman w/ Village Council Member of Daula, ESRO Officer, District Magistrate, and the Waterman of India

Summer 2018



HSU and Lady Irwin College Students and Faculty meet with Dr. Rajendra Singh, the Waterman of India (Magsaysay Prize Winner)

Summer 2018



HSU and Lady Irwin College Students Working with School Children

Summer 2018



HSU and Lady Irwin College Students Visiting with Community Children in their Homes and Neighborhood

Summer 2018



HSU and Lady Irwin College Students working on Community Projects

Summer 2018



A Local School in Tavelagarhi Recognized the Efforts of Lady Irwin College and HSU Students

Summer 2018



HSU and Lady Irwin College Students Visiting with Community Members

Summer 2018



A Visit to One of the ESRO Team Members' Native House



A Workshop for Pregnant and Lactating Mothers

Summer 2018



Workshop for Safe Water Storage for Community Members



Testing the Desirability of Safe Water Storage Through Community Engagement

Summer 2018



Daula Team Made Pens Out of Recyclable Newspaper



Testing the Tensile Strength of a String Made Out of Plastic Bottles

Summer 2018



With Community Core Team, Community Members, and Children in Daula

Summer 2018



Product Display in
the Local Weekly
Market in Daula

Summer 2018



Education Fairs in Both
Communities



Summer 2018



Education Fair: Safe Water Storage Display



Use of Safe Water Storage by School Children

Summer 2018



Street Play in the Community

Summer 2018



HSU and Lady Irwin College Students Attending International Yoga Day on June 21st, 2018

Summer 2018



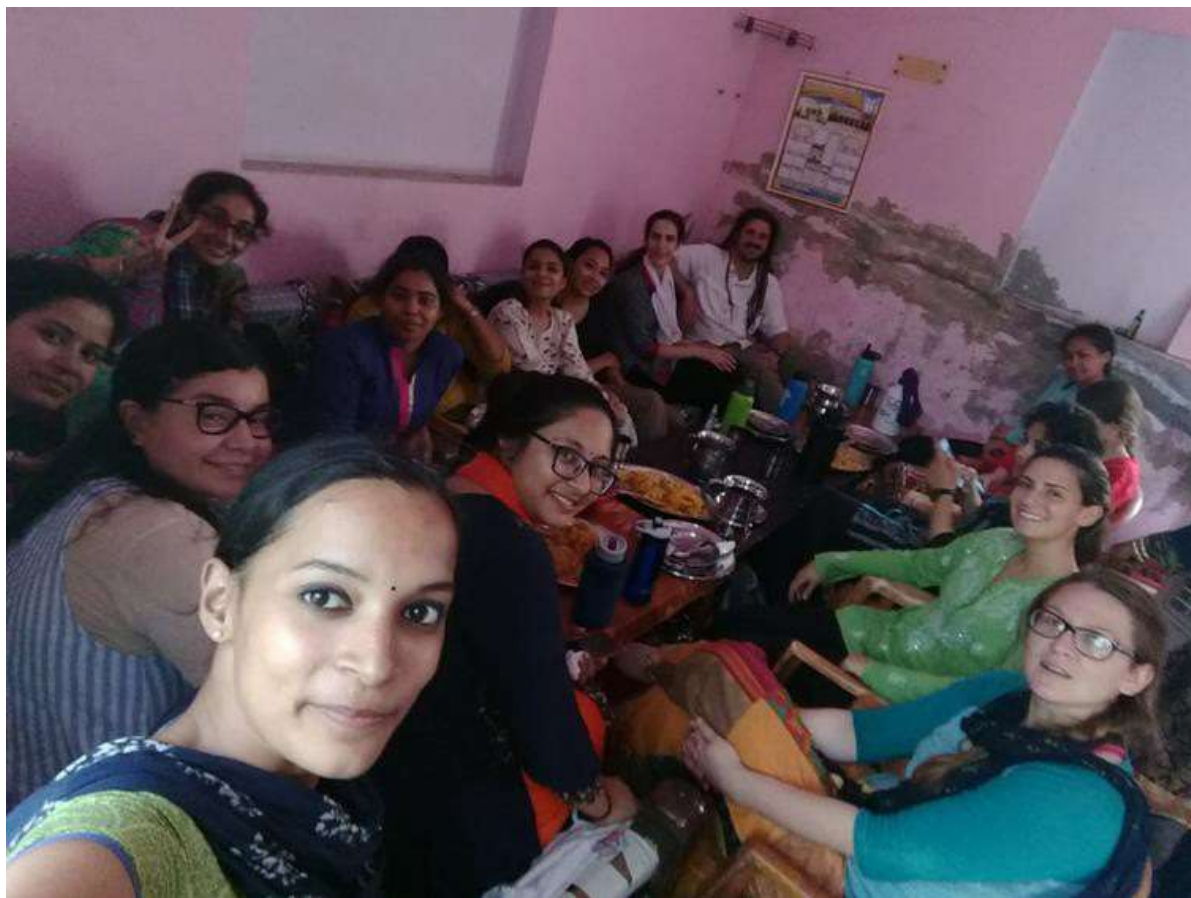
A Two Day Trip to Rishikesh (The Ganges) and Dehradun, Uttarakhand, India

Summer 2018



A Two Day Trip to Rishikesh (The Ganges) and Dehradun, Uttarakhand, India

Summer 2018



Eid Lunch at One of the Program Drivers, who Was a Muslim



A Visit to Bangla Sahib Gurdwara (Sikh Temple), Delhi

Summer 2018



L: Visiting the Local Shooting Range and Dadi Chandro, an 86 years old Olympic Winner in Women Shooting

R: A Visit by American Center, US Embassy of India to Both Communities to Witness Students' Work

Summer 2018



A Visit to Tavelagarhi Team to the Farms and Meeting with Farmers

Summer 2018



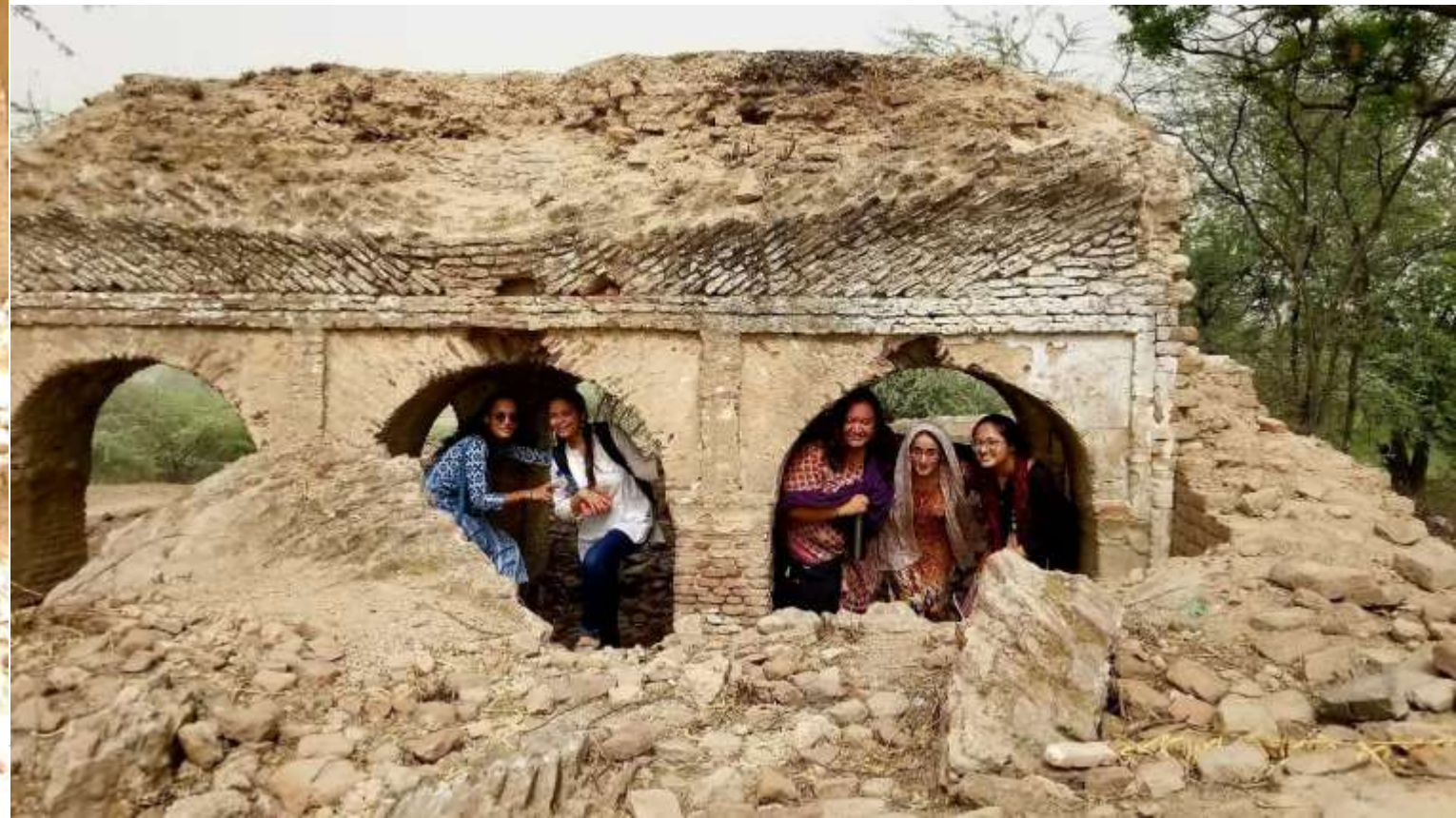
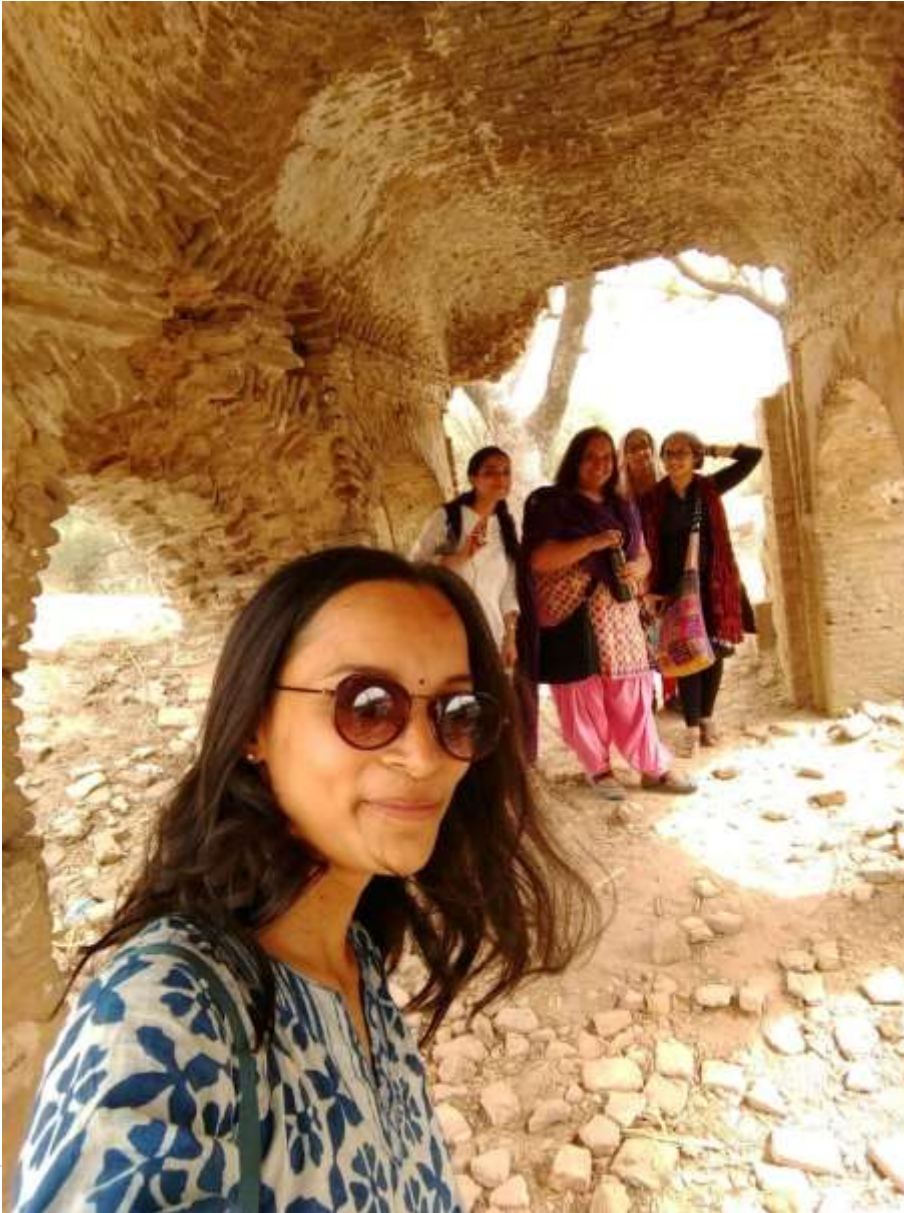
HSU and Lady Irwin College Students Helping the Host Grandmother in Washing Dishes after Lunch in Tavelagarhi



Mango and Milk Party

Summer 2018

An Afternoon Visit at a Historical Site that is 5000 Years Old



Summer 2018



Tea Party at One of The Host Families



Meenal Rana w/ HSU's Child Development Students

Summer 2018



HSU Students Experienced an Indian Wedding During the Trip with their Lady Irwin College Counterparts

Summer 2018



HSU and Lady Irwin College Students with Their Host Auntie




Child Development Student, Gloria Brown
Translating the Traditional Hindu Scripts

Summer 2018

Farewell Flyers

EduGlory
....Learning at Home
Welcomes
HSU (America) Students
Lorenz, Ken, Haley, Gloria
Kimberly, Anna, Jasmine



Lady Irwin College Students
Arshiya, Himani, Uma, Umang
Aakanksha, Tanvi, Srishti, Arushi


 **SHRI SAI GLOBAL ACADEMY**
Welcomes

 **Prof. (Dr.) Meenal Rana**


 **Prof. Lonny Grafman**

 **Dr. Ajay Tomar**
Chairman
Shri Sai Group of Institutes

 **Mr. Anu Malik**
Director
EduGlory

 **VISION CLASSES**
Baraut (Baghpat)

Appreciates
All Students & Volunteers
for Their Excellent Efforts



Summer 2018



Last Day of Final Presentations at India International Centre, New Delhi





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ग्रामीणों की मदद से चलेगी पर्यावरण संरक्षण की मुहिम



शुक्रवार को बड़ीत में शोधार्थियों को प्रतीक चिह्न देते अतिथि। • हिन्दुस्तान

ਸ਼ੰਕਰ | ਸੁਭਾਏ ਲੰਗਾਫਲਾ

एनवायरमेंट एंड सोशल रिसर्च ऑर्गेनाइजेशन के तत्वावधान में सामाजिक उद्यमिता एवं पर्यावरण को लेकर 73 दिवसीय आयुष्कलापूर्वक कार्यक्रम का शुभारंभ किया गया।

इस मौके पर दशानंद काल विद्या मंदिर में आयोजित कार्यक्रम में समारोह का आयोजन किया गया। कार्यक्रम में मुख्य अतिथि अमेरिका से आए प्रो. लानी जार्फ तथा डा. मीनल रहे। कार्यक्रम के प्रारंभ में यज्ञ का आयोजन किया गया, जिसमें ओमपल सिंह शास्त्री तथा हरपाल सिंह पंडे के जपमा रहे तथा सृष्टि मलिक एवं आभार यजमान रहें। यज्ञ के वैदिक मंत्रों का अंशजी में अनुवाद

जैसिमिन फिलिप्स ने किया। इस ग्रीक पर एहते के संस्थापक सदस्य संजय लाल ने कहा कि कार्यक्रम में इन्वोल्व्ड युनिवर्सिटी ऑफ लंदन, लेडी डूरविन कालेज दिल्ली की आठ-आठ शोध छात्राएं कार्यक्रम में शामिल करवाई। यह टीम में आगामी 12 अगस्त तक तमैराङ्गुड़ी और सौराष्ट्र गांव में इन्वोल्व्ड के बीच रहकर 400 प्रबंधन, शैली अर्जेंट, जल शोधन तथा प्लांटेशन संरक्षण आदि पर ग्रामीणों के सहयोग से कार्य करेगी। मुख्य अतिथि प्रा. लाला जार्ज ने टीम के सदस्यों को शुभकामनाएं दीं। डा. ओमवीर सिंह डा. हरपाल सिंह, प्रीतम गांव कर्म, हरपाल सिंह, नरेन्द्र जैलर्स, बमप्रेष्ठ प्रज्ञान, प्रहलाद सिंह, सतीश, डा. विकास, ओमप्रकाश मलिक, डा. संदीप चौधरी, रामपाल सिंह, जगवीर सिंह, सरयपाल आदि रहे।

100 मीटर फ्री
स्टाइल में कांस्टेबल
मंजीत सिंह प्रथम

मेरठ। मेरठ जेल की 57वीं जन्मदिन पुलिस तैराकी एवं क्रिकेट प्रतियोगिता शुक्रवार को कैलाश प्रकाश स्पोर्ट्स स्टेडियम में हुई। इस उद्घाटन एमएसपी राजेश पांडेय किया।

बैराकी 50 मीटर प्रती स्टाइल में से
 हर्सेक्टर दुर्धत गाँजियाबाद ने प्रक
 और कांस्टेबल कुलदीप सिंह मे
 द्वितीय स्थान प्राप्त किया। 100 मीट
 प्रती स्टाइल में कांस्टेबल मंजीत सि
 बापपत प्रथम और कांस्टेबल अरवि
 सिंह मेरठ द्वितीय रहे। 100 मीटर बट
 फ्लाई में कांस्टेबल अरुण कुमार
 बुलन्दशहर प्रथम और कांस्टेबल जितें
 कुमार गाँजियाबाद द्वितीय रहे। 200
 मीटर बैक स्ट्रोक में कांस्टेबल अम्य
 कुमार हापुड़ प्रथम च अरविंद कुमार
 हापुड़ द्वितीय रहे। वाटर पोलो
 प्रतियोगिता के प्रथम मैच में मेरठ ने
 हापुड़ को 4-2 और गाँजियाबाद ने
 फैतमबुद्धनगर को 3-1 से हराया। दूसरे
 मैच में मेरठ ने गाँजियाबाद को 2-1 से
 पराजित किया। फाइनल मैच में
 बुलंदशहर ने मेरठ को 3-2 से हराकर
 प्रथम स्थान प्राप्त किया।

अमेरिकी छात्रों ने जौहड़ी में सीखी शूटिंग की बारीकियां

कैलिफोर्निया की हंबोल्ट यूनिवर्सिटी व दिल्ली के इरविन कालेज से पहुंचा दल

संवाद सूत्र, बिनोली: अमेरिका के कैलिफोर्निया की हंबोल्ट यूनिवर्सिटी एवं दिल्ली के लेडी इरविन कालेज के छात्र-छात्राओं एवं स्वयंसेवी संगठन के पदाधिकारियों का दल बुधवार को जौहड़ी स्थित बीपी सिंहल इंडोर शूटिंग रेंज पहुंचा। उन्होंने निशाने साधे और निशानेबाजों से बातचीत की।

जौहड़ी रायफल एसोसिएशन के संस्थापक डा. राजपाल सिंह ने छात्र-छात्राओं के दल को निशानेबाजी की बेसिक स्किल, वेपन हैंडलिंग व शॉट लगाने के टिप्स दिए। दल में शामिल छात्राओं ने निशाने भी साधे तथा वहां प्रशिक्षण ले रहे शूटरों से बातचीत कर अनुभव साझा किए। सदस्यों ने भारतीय व्यंजनों का भी स्वाद लिया। वयोवृद्ध निशानेबाज दादी चंद्रो तोमर से भी बातचीत कर आशीर्ष लिया। डा. राजपाल सिंह व साईं कोच नीतू श्योराण ने संमित संसाधनों में प्राप्त की गई निशानेबाजों की उपलब्धियां बताई, जिन्हें सुनकर दल के सदस्य प्रफुल्लित हो गए। दल में



जौहड़ी शूटिंग रेंज पर पहुंचे छात्र-छात्राएं • जागरण

एसो के संस्थापक सदस्य संजय राणा, प्रोफेसर मीनल राणा, आरुषि, हेली, कैन, आर्शिया, आकांक्षा, किम्बर्ली, हिमानी,

ग्लोरिया, तन्वी, उमा, लॉरिस, उमंग, एना, सृष्टि मलिक, जेस्मिन, स्नेहा आदि शामिल थे। इस दौरान रविदत्त शर्मा,

सोहनपाल प्रधान, मीना कुमारी, दीक्षा श्योराण, जंगबहादुर सिंह, कृष्ण, राजेंद्रपाल आदि थे।

विदेशी व देशी शोध छात्राओं ने जौहड़ी शूटिंग रेंज में सीखी शूटिंग

सीमित संसाधनों में प्राप्त की
गयी निशानेबाजों की
उपलब्धियां बताईं

● जनवाणी संवाददाता, बिनौली

अमेरिका के केलिफोर्निया की हम्बोल्ट यूनिवर्सिटी एवं दिल्ली के लेडी इरविन कालेज की शोध छात्राओं एवं स्वयंसेवी संगठन के लोग बुधवार को जौहड़ी स्थित बीपी सिंघल इंडोर शूटिंग रेंज पहुंचे। जहां उन्होंने निशानेबाजी सीखी। उन्होंने प्रशिक्षु निशानेबाजों से बातचीत की।

जौहड़ी राइफल एसोसिएशन के संस्थापक डाक्टर राजपाल सिंह ने छात्र छात्राओं के दल को निशानेबाजी की बेसिक स्किल, वेपन हैंडलिंग व शॉट लगाने के टिप्स दिये। इस दौरान दल में शामिल छात्राओं ने निशाने भी साधे तथा वहां प्रशिक्षण ले रहे शूटरों से वार्ता कर अनुभव



जौहड़ी की शूटिंग रेंज पर पहुंची विदेशी छात्राएं।

साझा किये। इस दौरान के सदस्यों ने भारतीय व्यंजनों का भी स्वाद लिया। इस दौरान वहां पहुंची वयोवृद्ध निशानेबाज दादी चंद्रो तोमर से भी छात्राओं ने बातचीत कर आशीर्ष लिया। डाक्टर राजपाल सिंह व साई कोच नीतू श्योरान ने सीमित संसाधनों

में प्राप्त की गयी निशानेबाजों की उपलब्धियां बताईं। जिसको सुनकर दल के सदस्य खुशी में रोमांचित हो गये। दल में एस्ट्रो के संस्थापक सदस्य श्री संजय राणा, प्रोफेसर मीनल राणा, आरुषि, हेली, कैन, आर्शिया, आकांक्षा, किम्बली, हिमानी, ग्लोरिया,

तन्वी, उमा, लॉरेंस, उमंग, एना, सृष्टि मलिक, जेस्मिन, स्नेहा आदि शामिल थे।

इस दौरान सचिव रविदत्त शर्मा, सोहनपाल प्रधान, कोच मीन कुमारी, दीक्षा श्योरान, जंगबहादुर सिंह, कृष्ण प्रजामति, राजेंद्रपाल आदि मौजूद रहे।

50 गणिशागार्थियों को पमाण

डौला गांव के तालाबों की दुनियाभर में धूम

जनसहयोग से जिंदा हुआ 700 साल पुराना तालाब, अमेरिका में पढ़ाया जाएगा जल संरक्षण का यह पाठ

जहीर हसन • बागपत

शुक्र है, मृत्युशय्या पर पड़े 700 साल पुराने तालाब को नई जिंदगी मिल गई और बागपत के डौला गांव को भी। इसे बचाने आसान नहीं था, 14 साल लग गए। यह काम सरकार से नहीं, जन सहयोग से हुआ। सरोकार जल संरक्षण का। बड़ी बात यह कि तालाब संरक्षण की यह कहानी अब शोध का विषय बन गई है। अमेरिकी विद्यार्थियों को भी इस तालाब की कहानी सुनाई-दिखाई जाएगी ताकि वे जल संरक्षण का पाठ टीक से सीख और समझ सकें।

आइए डौला चले : उत्तर प्रदेश में बागपत जिला मुख्यालय से 10 किलोमीटर दूर इस गांव की आबादी करीब 15 हजार है। 80 फीसद परिवार खेती पर निर्भर। 1998 में डौला निवासी जल पुरुष राजेंद्र सिंह को जल संरक्षण के क्षेत्र में उद्देश्यपूर्ण कार्य के लिए 2001 में मैग्सेसे पुरस्कार मिला। इसी से प्रेरित होकर गांव के ही कृष्णपाल सिंह ने ग्रामीणों से बात की तो वे भी इस मुहिम में शामिल हो गए।



बागपत जिले के डौला गांव स्थित गोसाई तालाब का मुआयना करते कृष्णपाल सिंह •

ग्रामीणों ने एक-एक कर गांव के सभी तालाबों से अवैध कब्जा हटवाया। आखिर में सबसे बड़े गोसाई वाला तालाब पर काम शुरू हुआ। इस तालाब के जल संरक्षण क्षेत्र में अवैध कब्जों के कारण इसमें पानी आना बंद हो गया था। करीब 25 साल से यह सूखा पड़ा था। 2004 में ग्रामीणों ने पहले अवैध कब्जा हटवाया फिर तालाब को खोदाई और सौंदर्यकरण शुरू हुआ। दिसंबर 2016 में प्रधानमंत्री सिंचाई योजना के तहत 45 लाख रुपये की मदद मिला तो करीब 20 साल से बंद 13 किलोमीटर लंबे नाले की सफाई करके हिंडन नदी से तालाब तक पानी लाया गया।

तालाब अब लबालब है तो भूजल

भी रिचार्ज होगा और फसलें भी लहलहाएंगी।

कुछ खास है यह तालाब : डौला गांव 700 साल पहले बसा था। बताया जाता है कि तब गोसाई बाबा ने इस तालाब की खोदाई कराई थी। इस तालाब में 14 किलोमीटर क्षेत्र का बारिश का पानी आता था, लेकिन करीब 25 साल से जगह-जगह अतिक्रमण के चलते तालाब में पानी आना बंद हो चुका था। यह इकलौता तालाब है, जो हिंडन नदी से पानी लेने के बजाय जलटे पानी देकर उसे रिचार्ज करता था।

गांव में कुल 17 तालाब हैं। कुछ तालाबों का नामकरण जातियों पर किया गया है। जैसे कि वाल्मीकि



डौला गांव में कृष्णपाल सिंह के साथ अमेरिकी प्रोफेसर व छात्र • जागरण

तालाब, टाकुरों वाला तालाब आदि। **अमेरिकी शोधार्थी भी आए :** हंबोल्ट स्टेट यूनिवर्सिटी, कैलिफोर्निया (अमेरिका) और दिल्ली विश्वविद्यालय के शोधार्थियों की एक संयुक्त टीम भारत में गिरते भूजल स्तर और जल संरक्षण के प्रोजेक्ट पर काम कर रही है, जो डौला गांव पहुंची। यह टीम इसी जुन में चार बार डौला जाकर विस्तृत जानकारी जुटा चुकी है। हंबोल्ट स्टेट यूनिवर्सिटी, कैलिफोर्निया के प्रोफेसर लौनी ग्राफमैन का कहना है कि वे डौला का गोसाई वाला तालाब के बारे में अपने छात्रों को बताएंगे और इसका वीडियो दिखाकर पानी बचाने का पाठ पढ़ाएंगे।

सरोकार की अन्य खबरें

पानी की बर्बादी तथा तालाबों का मिटल दजुद हम सबके लिए बिता की बात है। इसे बचाने की पहल करनी होगी। डौला के ग्रामीणों ने 700 साल पुराने तालाब को बचाकर अनूठा काम किया है।

राजेंद्र सिंह, मैग्सेसे से सम्मानित

2001 में राजेंद्र सिंह को जल संरक्षण के लिए मैग्सेसे पुरस्कार मिला, उनसे प्रभावित हो मैंने गांव में एक तालाब बनवाया। फिर उसी की प्रेरणा से अपने गांव के सभी 17 तालाबों का पुनरुद्धार कराया। गोसाई वाला तालाब भी इसी में से एक है।

कृष्णपाल सिंह, डौला गांव

पढ़ें... www.jagran.com/topics/positive-news

तालाब के किनारे पौधे लगाए

संवाद सूत्र, अग्रवाल मंडी टटीरी: वन महोत्सव सप्ताह के अंतर्गत गुरुवार को विभिन्न स्थानों पर पौधरोपण कार्यक्रम का आयोजन किया गया। कार्यक्रम में वन क्षेत्रीय अधिकारी राजेश कुमार ने कहा कि बढ़ते प्रदूषण को रोकने व पर्यावरण को हरा-भरा तथा संतुलित बनाए रखने के लिए पौधरोपण आवश्यक है। प्रत्येक व्यक्ति कम से कम एक पौधे जीवन में अवश्य लगाए तथा उसकी देखभाल करे। भाजपा नेता शेर सिंह गुर्जर ने कहा कि पृथ्वी को हरा-भरा रखने के लिए पौधरोपण का विशेष महत्व है। वन विभाग द्वारा ग्राम पंचायत बाघू, प्राथमिक विद्यालय व उच्च प्राथमिक संतोषपुर, सरकारी अस्पताल, धर्मशाला, चौपाल व शिव मंदिर आदि स्थानों पर पौधरोपण किया गया। इस मौके पर बलराज सिंह, रोहताश, शकुंतला देवी, दिनेश, संतरेस, संदीपा, सुषमा गुर्जर, अनीता, सुनीता, संगीता, विपिन, सुमेस पहलवान, मोनू पहलवान आदि मौजूद रहे। उधर, डौला



डौला गांव में पौधारोपण करते ग्रामीण व वन विभाग के अधिकारी • जागरण

गांव में भी ग्रामीणों एवं पर्यावरण विकास संस्था व वन विभाग द्वारा शांतिवन तथा गोसाईं वाले तालाब आदि स्थानों पर करीब 150 पौधे लगाए गए। 700 साल पुराने गोसाईं तालाब के किनारे हंबोल्ट स्टेट यूनिवर्सिटी, कैलिफोर्निया अमेरिका एवं लेडी इरविन कॉलिज,

दिल्ली यूनिवर्सिटी के छात्र व छात्राओं तथा प्रोफेसर आदि ने पौधरोपण किया। कृष्णपाल सिंह, पीडी कृषि विभाग, मनोज कुमार, सुरेश नैयर, राजेश कुमार क्षेत्रीय वन अधिकारी, चंदन सिंह रावत, ओमपाल सिंह, रोहन चौधरी आदि मौजूद रहे।

पर्यावरण संरक्षण का आह्वान किया

अमर उजाला ब्यूरो

बागपत/अमीनगर सराय। डौला, बाघू और संतोषपुर गांव में वन महोत्सव के अंतर्गत पौधरोपण किया गया। इस दौरान ग्रामीणों को पर्यावरण संरक्षण के लिए पौधरोपण करने के लिए प्रेरित किया।

वन विभाग की ओर से वन महोत्सव के अंतर्गत बृहस्पतिवार को अलग-अलग गांवों में कार्यक्रम आयोजित हुए। डौला गांव में ग्रामीण एवं पर्यावरण विकास संस्था और वन विभाग के संयुक्त तत्वावधान में शांतिवन, गोसाईं वाले तालाब पर पौधरोपण किया गया। यहां पर ग्रामीणों के सहयोग से बरगद, पिलखन, नीम, पीपल आदि के 150 पौधे रोपे गए। संस्था सचिव कृष्णपाल सिंह ने कहा कि पर्यावरण की सुरक्षा के लिए पौधरोपण बहुत जरूरी है। पेड़ ही पर्यावरण को प्रदूषित होने से बचाते हैं। लोगों से अधिक से अधिक संख्या में पौधरोपण करने का आह्वान किया। इसमें हबोल्ड स्टेट यूनिवर्सिटी,



डौला गांव में पौधरोपण करते बच्चे और ग्रामीण। अमर उजाला

कैलिफोर्निया (अमेरिका) एवं लेडी इरविन कॉलेज (दिल्ली यूनिवर्सिटी) के छात्र, छात्राएं, प्रोफेसर एवं पदाधिकारियों ने भागीदारी की। डॉ. आमोध, डॉ. मोहन, ग्राम प्रधान पिकी शिशोदिया, पर्यावरण वैज्ञानिक मनोज कुमार, सुरेश नैयर, वन क्षेत्राधिकारी राजेश कुमार, वन दरोगाचंदन सिंह रावत, ओमपाल, रोहन चौधरी, अंकित मलिक का सहयोग रहा। वन क्षेत्राधिकारी राजेश

कुमार ने बताया कि बाघू और संतोषपुर गांव में कार्यक्रम के तहत पौधरोपण किया गया। ग्रामीणों को पौधे लगाकर उनकी सुरक्षा का संकल्प दिलाया।

उधर, बड़ौत में सात दिवसीय वृक्षारोपण कार्यक्रम के तहत बृहस्पतिवार को बड़ौली गांव स्थित प्राथमिक विद्यालय नंबर दो में वन महोत्सव मनाया गया। इस मौके पर स्कूली बच्चों और अध्यापकों को

पर्यावरण संरक्षण का संकल्प दिलाया।

प्राथमिक विद्यालय नंबर 2 बड़ौली में आयोजित कार्यक्रम का शुभारंभ वन क्षेत्राधिकारी राजपाल सिंह, वन दरोगा आंसु चौधरी, वन रक्षक संजय कुमार, चंद्रकिरण, मनोज, विकास, प्रधानाध्यापक अजहर ने संयुक्त रूप दीप जलाकर किया। इस मौके पर वन क्षेत्राधिकारी राजपाल सिंह ने कहा कि हम सभी के एक साथ जागरूक होने पर ही हम पर्यावरण को संरक्षित कर सकते हैं, क्योंकि अभी भी कुछ लोग पेड़ों के अंधाधुंध अवैध कटान से बाज नहीं आ रहे हैं। इससे लगातार पर्यावरण संतुलन बिगड़ रहा है। वन दरोगा आंसु चौधरी और वन रक्षक संजय ने स्कूली बच्चों व शिक्षकों को पर्यावरण संरक्षण का संकल्प दिलाया और जन्मदिन और शादी समारोह पर कम से कम एक पौधा लगाने की अपील की। इस मौके पर सहायक अध्यापक अदिति सिंह, स्वाति राणा, सपना जैन, तनु, मनीष, रिहान, काजल, शमीम आदि रहे।





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अमर उजाला

मेरठ
सोमवार, 4 जून 2018

'पानी की हर बूंद का सदुपयोग जरूरी'

अमर उजाला ब्यूरो
अमीननगर सराय (बागपत)

अमेरिकी छात्रों के दल ने भी देखा क्षेत्र का पर्यावरण और जल संरक्षण पर किया रिसर्च

जल पुरुष राजेंद्र सिंह और डीएम ऋषिरेन्द्र कुमार ने डौला गांव में गोसाईं वाले तालाब का लोकार्पण किया। तालाब पर घूमकर इसका निरीक्षण किया। अमेरिका से आए छात्रों के प्रतिनिधिमंडल ने भी पर्यावरण और जल संरक्षण पर रिसर्च किया। राजेंद्र सिंह ने कहा कि पानी की हर बूंद का सदुपयोग जरूरी है। लोग पानी बचाने और सही प्रयोग का संकल्प अपने घर से ही लें। अपने-अपने घर में अगर स्थिति सुधर जाएगी तो कहीं भी पानी की समस्या नहीं रह जाएगी।

रमन मैग्सेसे पुरस्कार से सम्मानित जलपुरुष राजेंद्र सिंह के घर पर हिंडन नदी पुनर्जीवन के लिए जल साक्षरता जन-जन जोड़ो सम्मेलन का भी आयोजन किया। इंडोनेशिया कैलिफोर्निया और जनपद के गणमान्य प्रधानों और ग्रामीणों ने सम्मेलन में भाग लिया।

डीएम ने कहा कि तालाब का उद्देश्य जल स्तर को बढ़ाना है। बरसात का पानी तालाब में ही जाना चाहिए।

वक्ताओं ने कहा कि लोग पानी को बचाने के लिए आगे आ रहे हैं, यहां का समाज मिलकर काम करेगा तो आगे का जल रस्ता भी दिखाया जा सकता है। जल के प्रति हर व्यक्ति जागरूक हो जाएगा। जब गांव जनपद राज्य देश कदम से कदम मिलाकर कोई कार्य करता है तो सबको ऐसा कार्य अच्छा लगता है। इसी प्रकार डौला गांव के लोगों ने सरकार से अधिकार मांगने से पहले अपनी जिम्मेदारी से कार्य किया और सभी ने जिम्मेदारी को समझा, इस कारण ही आज इतने बड़े तालाब का लोकार्पण होना संभव हुआ।

उन्होंने कहा पानी की एक बूंद सोने जैसी होती है इसे बर्बाद ना होने दें। मिट्टी और पानी की बूंद को गांव से बाहर न जाने दें। इस मौके पर डीएम ऋषिरेन्द्र कुमार को सम्मानित किया।

इस दौरान सीडीओ पीसी जायसवाल, डीडीओ हुब लाल, डॉ. चंद्रशेखर प्राण, डॉ. प्रमोद कुमार, प्रोफेसर लीनो ग्रा मेन, कृषि उप निदेशक प्रशांत कुमार, डीपीआरओ संजय कुमार यादव, प्रधान संगठन के अध्यक्ष रामपाल, विशाल जैन, विदेशी छात्रों में ग्लोरिया ब्राउन, हैली हैरेन, सोफिया बेगनर, जेस्मिन, फिलिप्स, किबली आर्ट, केन चेस, लोरनेज हेनारिडज, अन्ना सिप्टजर, तनवी गुलाटी, अकांक्षा गौतम, आरुषि श्रीवास्तव, उमंग चौहान, उमा मलिक, सुष्टि मलिक और हिमानी शामिल रही।

जल पुरुष राजेंद्र सिंह ने पैतृक गांव डौला में तालाब का किया लोकार्पण



डौला गांव में अमेरिका से आए छात्र-छात्राओं का दल और किताब का विमोचन करते डीएम ऋषिरेन्द्र कुमार व जलपुरुष राजेन्द्र सिंह। अमर उजाला

जिला अस्पताल में तड़पती रही गर्भवती, हंगामा मारपीट की घटनाओं में



करना है तो इस नियम को आचरण में लाया जा सकेगा। यज्ञ के ब्रह्मा अगिस्त मुनि तथा यज्ञमान प्रीतम सिंह वर्मा रहे। इस अवसर पर मोहनपाल, ओमपाल, विनोद भारद्वाज, जयप्रकाश आर्य, ब्रजभानु सिंह, कृष्णप्रसाद, सुखपाल आदि रहे।

रविवार को रुस्तमपुर के शिव मंदिर में आयोजित बैठक में चौधरी पंडित नितेश भारद्वाज ने कहा कि समाज में कुरीतियां खत्म होने के बजाए तेजी से बढ़ती जा रही है। दहेज प्रथा, कन्या भूषण हत्या, नशाखोरी, बाल विवाह, महिला उत्पीड़न, बाल मजदूरी आदि बुराईयां समाज को खोखला कर रही हैं। ब्राह्मण समाज ने हमेशा समाज

समाचार पत्रों के माध्यम से घोषित करने का भी निर्णय लिया गया। बैठक की अध्यक्षता मास्टर ओमप्रकाश शर्मा रुस्तमपुर व संचालन डा. नरेंद्र स्वामी ने किया। इस मौके पर नरेंद्र भारद्वाज, सुभाष भारद्वाज, राकेश शर्मा, भगवत प्रसाद, दादा ईश्वर, सुरेश कुमार, पवन शर्मा, सहस्रपाल कुमार, सोनू शर्मा, संजू शर्मा, अवधेश, सतीश शर्मा, आमवीर शर्मा आदि मौजूद थे।

● जनवाणी संवाददाता, खेकड़ा।
दिल्ली-यमुनोत्री हाइवे से करीब 16 किलोमीटर अंदर बसा फुलैरा गांव आज मूलभूत सुविधाओं की खोज में लगा हुआ है। आजादी के बाद सरकार ने जो भी सुविधाएं दी वह भी पर्याप्त नहीं थी। जिसके कारण गांव में मूलभूत सुविधाओं का खोटा वना हुआ है। गांव में नालियां में कीचड़ भरा हुई है। तालाब पूरी तरह से ओवरफ्लो

हो चुका था। गांव में बिजली की लाइन तरह से जंजर है। यातयात का कोई साधन नहीं है। कारण बच्चों की पढ़ाई भी बाधित है। गांव में बनाया गया एक मात्र स्टेडि देखरेख के अभाव में बदहाल हो खड़ा हुआ है। इसके चलते आक्रोश बना हुआ है। ग्रामीण राजवीर का कहना है कि

डौला गांव में गुसाई वाला तालाब का किया गया लोकार्पण

डौला गांव में महिला को सम्मानित करते डीएम

● जनवाणी संवाददाता, बागपत।
डौला गांव में प्रधानमंत्री कृषि सिंचाई योजना अंतर्गत तालाब का जीर्णोद्धार किया गया था। जिसका रविवार को जल पुरुष व डीएम ने लोकार्पण किया। उन्होंने कहा कि तालाब का उद्देश्य जलस्तर को ऊपर बढ़ाना है और हम सभी को बेफिजूल जल

को बर्बाद करने से रोकना होगा। क्योंकि जल स्तर यदि घटता है तो वह जीवन के लिए खतरा बनन जाएगा और लोगों को इसके प्रति जागरूक होना जरूरी है।
डौला गांव में प्रधानमंत्री कृषि सिंचाई योजना अंतर्गत तालाब का लोकार्पण जलपुरुष राजेंद्र सिंह व डीएम ऋषिरेन्द्र

तालाब का उद्देश्य जलस्तर को बढ़ाना, बेफिजूल जल को बरबाद न करें

जल स्तर घटता है तो जीवन घटता है, लोगों को होना होगा जल के प्रति जागरूक

कुमार ने किया। उसके बाद जल पुरुष के घर पर हिंडन नदी पुनर्जीवन हेतु जल साक्षरता जन-जन जोड़ो सम्मेलन का आयोजन किया गया, जिसमें इंडोनेशिया कैलिफोर्निया सहित आसपास के लोगों ने सम्मेलन में हिस्सा लिया। जलपुरुष राजेंद्र सिंह ने कहा जब गांव जनपद राज्य देश कदम से कदम मिलाकर कोई कार्य करता है तो सबको ऐसा कार्य अच्छा लगता है। इसी प्रकार डौला गांव के लोगों ने सरकार

से अधिकार मांगने से पहले अपनी जिम्मेदारियों से कार्य किया और सभी ने अपनी जिम्मेदारियों को समझा। कहा पानी की एक बूंद सोने जैसी होती है इसे बर्बाद ना होने दें मिट्टी व पानी की बूंद को गांव से बाहर न जाने दें। जल ही जीवन है जल को बचाओ जलस्तर घटना नहीं चाहिए। जल है तो हमारा कदम है शासन है सब कुछ जल ही है जल का सदुपयोग करना चाहिए। डीएम ऋषिरेन्द्र कुमार ने कहा कि जनपद का जलस्तर बहुत घटता जा रहा है। जल का सदुपयोग करना चाहिए और एक दूसरे व्यक्ति को जल के प्रति जागरूक होना पड़ेगा। आज हम सबको जल की कमी महसूस नहीं हो रही है, किंतु कुछ वर्ष बाद जल की कमी महसूस होने लगेगी। उन्होंने जल संरक्षण का अर्थ बताते हुए कहा कि जल के प्रयोग को घटना एवं सफाई निर्माण एवं कृषि आदि के लिए अवशिष्ट जल का पुनर्चक्रण करना है। जल को देशीय वृक्षारोपण कर तथा आदतों में बदलाव

लाकर भी संचित किया जा सकता है। मसलन झरनों को छोटा करना तथा ब्रश करते वक्त पानी का नली खुला न छोड़ना। इंडोनेशिया से आए प्रोफेसर ने कहा कि भारत के लोग पानी को बचाने के लिए आगे आ रहे हैं। यहां का समाज मिलकर काम करेगा तो आगे का जल रास्ता भी दिखाया जा सकता है और जल के प्रति हर व्यक्ति जागरूक हो जाएगा। हिंडन नदी पुनर्जीवन हेतु जल साक्षरता जन-जन जोड़ो सम्मेलन कार्यक्रम के समापन पर डीएम को जल पुरुष राजेंद्र सिंह ने स्मृति चिन्ह सम्मानित किया। इस मौके पर मुख्य विकास अधिकारी पीसी जयसवाल, डॉक्टर चंद्रशेखर, डॉ प्रमोद कुमार, प्रोफेसर लॉरे ग्रामेन, जिला विकास अधिकारी हुबलाल कृषि उपनिदेशक प्रशांत कुमार, जिला पंचायती राज अधिकारी संजय यादव प्रधान रामपाल आदि मौजूद रहे।

किसानों ने बैठक में गन्ना भुगतान नहीं देने पर जताया आक्रोश

रालोद कार्यकर्ताओं ने दिल्ली पहुंच अ

विजयी लोकसभा प्रत्याशी

इश्यप, आमत, सानू माजूद रहे।

प्रभात गमर रूप से बाधित हो गया। स उसक परिवार म काहराम मच लाकश

को ले गई

रात को हरियाणा क मोहल्ले में दबिश पारी से हुई दो सोने के जेवरात लूट को दबोचा। टीएम ने बताया कि पकड़े की जाएगी। थाना कुछ जानकारी नहीं

प्रहारनपुर से प्रवार कुछ यात्रियों कर सुनहड़ा हाल्ट नों ओर से चले नेवासी विजय, मोटी, अरविंद से डिब्बे में यात्रियों ने खेकड़ा लिस को मामले

यल

शाला मार्ग पर

तमेलागढ़ी में शोध टीम ने लिये जल के नमूने

वन विभाग कब्जे

संवाद सूत्र दाहा : तमेलागढ़ी गांव में आई विदेशी शोधार्थियों की टीम ने सरकारी, गैर सरकारी हैंडपंपों के पानी की गुणवत्ता जांचने के लिए नमूने लिये। इस अवसर पर अमेरिका से आये प्रो. लांनी ग्राफमेन ने ग्रामीणों से अपने स्वास्थ्य के प्रति सचेत रहने का आह्वान किया।

एस्त्रो व हंबोल्ट स्टेट यूनिवर्सिटी कैलिफोर्निया एवं लेडी इरविन कालेज दिल्ली की संयुक्त टीम तमेलागढ़ी गांव पहुंची। टीम ने क्षेत्र में स्वच्छ जल विषय पर ग्रामीणों से सवाल-जवाब कर जानकारी जुटाई। एस्त्रो के संस्थापक संजय राणा एवं अमेरिका से आये प्रो. लांनी ग्राफमेन के नेतृत्व में टीम ने गांवों के सरकारी हैंडपंपो, टंकी, घरेलू सबमर्सिबल आदि जगहों से पानी के सैंपल लिए। बताया कि अगर जल में किसी भी प्रकार का विकार होगा तो ग्रामीणों को उसके प्रति सचेत किया जायेगा, ताकि शुद्ध पेयजल ही पीने के प्रयोग में लाया जा सके। तीनों ही संस्थाएं लोगों की सहायता के लिए



तमेलागढ़ी गांव में पानी के नमूने लेती शोधकर्ता टीम • जागरण

समाधान निकालेंगी। ग्रामीणों को भरोसा दिलाया कि जो जल सैंपल के लिए लिया है, उसका शीघ्र ही परिणाम आएगा। उसके बाद स्थानीय लोगों के साथ बैठकर उनके परामर्श और छात्रों की तकनीक से इन समस्याओं का समाधान निकलने का प्रयास किया जायेगा।

इस मौके पर ग्राम प्रधान राजीव कुमार ने सभी का आभार जताया। इस मौके पर ओमपाल सिंह, संजय राणा, स्नेहा राणा, शिवम, हरेंद्र, किम्बर्ली, केन, हेली, अर्शिया, हिमानी, आरुषि, प्रिया छिल्लर, ज्योति छिल्लर, विवेक कुमार, यश, हेमंत, आकांक्षा, सोफिया, अक्षय आदि का विशेष सहयोग रहा।

संसू दा जा रहे अ वन विभा रहे कब्जे विभाग ए करा लिय विरोध भी के आस अधिक फसल विभाग जमीन जिसमें टीम ने उसमें बड़ौत के उ मुक्त पर 3 सिंह, के 3 कृष्ण वन सिंह

अवसर
ने एक
ही दिन
प्राप्त
दंपति
हां विदित

वाचस्पति सारस्वत सम्मान से इलाहबाद में सम्मानित किया गया है। संगठन जिला महामंत्री सचिन गुप्ता ने बताया कि इस माह में संगठन द्वारा 25 वैश्य विभूतियों को

जायेगा। सम्मान समारोह में उपलब्ध अनुराग मांगलिक, शशि मोहन गुप्ता, सचिन गुप्ता, नितिन गुप्ता, विपिन गुप्ता, पंकज गर्ग, गोपाल गोयल आदि रहे।

है। उसकी इस उपलब्धि पर जहां परिजनों में खुशी की लहर है वहीं स्कूल प्रबंधन ने भी खुशी जताई है और छात्र को बधाई दी

भविष्य की नींव रख सके। इस अवसर पर उपप्रधानाचार्य गौरव कुमार झा, पूनम शर्मा आदि मौजूद रहे।

विदेशी छात्राओं की टीम ने लिए गांवों से पानी के नमूने

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एसो के तत्वावधान में छात्राओं का शोध दल क्षेत्र की 73 दिवसीय यात्रा पर

● जनवाणी संवाददाता, दाहा

पर्यावरण पर शोध करने आई विदेशी मेहमानों की टीम तबेलागढ़ी व डौला गांव समेत क्षेत्र के कई गांव में पहुंचकर स्वच्छ जल व उसकी उपलब्धता और सौर ऊर्जा पर शोध कर रही हैं।

अमेरिका के हंबोल्ट स्टेट यूनिवर्सिटी कैलिफोर्निया व दिल्ली यूनिवर्सिटी के 16 छात्र छात्राएं एवं प्रोफेसर बुधवार को तबेलागढ़ी गांव में पहुंची। एसो के संस्थापक संजय राणा के नेतृत्व में सभी सदस्य वहां पहुंचे तथा हंबोल्ट स्टेट यूनिवर्सिटी एवं लेडी इरविन कॉलेज दिल्ली के संयुक्त तत्वावधान में गांव तबेलागढ़ी में स्वच्छ जल की उपलब्धता एवं सौर ऊर्जा विषय पर ग्रामीणों से विचार साझा किए। प्रोफेसर लॉनी ग्राफमैन के नेतृत्व में सोफिया, आरुधि, हेली, कैन, आर्शिया,



हैडपंपों का पानी एकत्र करती शोध छात्राएं

आकांक्षा, किम्बर्ली, हिमानी आदि छात्र छात्राएं जल, पर्यावरण आदि विषयों पर शोध कर रही हैं।

तबेलागढ़ी गांव में स्वच्छ जल विषय पर एसो के संस्थापक सदस्य संजय राणा एवं अमेरिकी प्रोफेसर लॉनी ग्राफमैन के नेतृत्व में गांव के हैडपंपों व अन्य सरकारी स्रोतों एवं घरेलू सबमर्सिबल के पानी के

सैम्पलों का परिणाम एक हफ्ते में आ जायेगा। उस के बाद स्थानीय लोगों के साथ बैठ कर उन के परामर्श और छात्रों की तकनीक से इन समस्याओं का समाधान निकालने का प्रयास किया जायेगा।

इस अवसर पर ग्राम प्रधान राजीव कुमार ने सभी देश और विदेश से आये प्रोफेसर, छात्र और छात्राओं का धन्यवाद किया और सब को विश्वास दिलाया कि गांव के सभी लोग सहयोग की

भावना से आप सब के साथ मिल कर कार्य करेंगे। इस अवसर पर ओमपाल सिंह, संजय राणा, स्नेहा राणा, शिवम, हरेंद्र कुमार, सोफिया, कुसुम, पायल, आरुधि, हेली, कैन, आर्शिया, आकांक्षा, किम्बर्ली, हिमानी, अक्षय शर्मा, ज्योति छिल्लर, प्रिया छिल्लर, राजा, विवेक यश का सहयोग रहा।

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ROAD, KHEKRA (BAGHPAT)

एक सैट के बाद जोर से
हिलने की जरूरत
है के घुटने, खड़े हो
आपस में सटाकर
। इसके बाद सांस
के मिलाते हुए धीरे
धीरे बैठ फुट ऊपर
45 डिग्री कोण

कमरे तक ऊपर उठाकर रखें। फिर
स्वस्थ स्थिति में आने दो से
लेक रखें, ठंडी देर देर
ऊपर रखें। फिर
धीरे-धीरे

तीन मिनट तक रोकने का अभ्यास
कर लेंगे, तब वह सिद्ध हो जाएगा।
साथ ही इससे निर्वात अभ्यास से
पेट और छाती का बुलबुलापन और
भट्ठपन दूर हो जाता है। यह पेट की
अतिरिक्त चर्बी दूर करने के साथ
दर और

मांसपेशियों
में ऐंठन की
शिकायत हो तो
उस दशा में इस
आसन को
बिल्कुल ना करें।
गर्भावस्था के दौरान
महिलाएं अभ्यास ना करें।

जाने कितने शास्त्रों का स्वाध्याय कर
लिया, म जानें कितने गुरुओं के प्रवचन
सुन लिए, पर हमारी दृष्टि आज भी बहारी
वैभव पर टिकी है। संचालन डॉ. श्रेयांश
जैन व मंगेला जैन द्वारा किया गया।
सुभाष जैन, मुकेश जैन, आशीष जैन,
संजीव जैन, सुरेश जैन, विनोद जैन
रहे। पीडिया प्रभाषी धरदान जैन ने बताया
14 जून को भारतवर्षीय दिवस जैन धर्म
संरक्षिणी महासभा के तत्वावधान में
एलाचार्य अतिवीर महाराज का प्रवचन
लोहिया बाजार में होगा।

बुधवार को शिविर के दूसरे दिन
अंतराष्ट्रीय निशानेबाज अनु तोमर ने
नवोदित निशानेबाजों को हाथियों के
प्रकार, निशानेबाजी खेल की विभिन्न
स्थितियों, नियमों के बारे में डेमो के
माध्यम से जानकारी दी। उन्होंने हाथियार
को ठीक ढंग से पकड़ने के लिए
निर्वात रूप से योग करने को भी
प्रेरित किया।
उन्होंने शिबिरार्थियों को दौंगिक
क्रियाएं कराईं। उन्होंने ध्यान योग को
अधिक महत्व देने का आह्वान किया।

सरकारी टंकी, हैंडपंप एवं घरेलू सबमर्सिबल पंप सेट का पानी चेक किया, गांव वालों ने सहयोग का किया वादा

अमेरिकी विद्यार्थियों ने लिए पानी के सैंपल

श्री रैंक 1749
समय का नाम
स्कूल कैम्पस
होजन किया।
मेघावी छात्र
ने स्मृतिचिह्न
छात्र ने अपनी
को दिया कहा
सुझा परिष्
हुई है। इस
का, मनोज,
होव, टोपक,
श, मोनाली

जगद
2.06.18
18 तक
30.06.
क पाँच
इसेंस
धनिल
समिति

पता | हमारे संस्कार

चौगामा के तवलागढ़ी गांव में बुधवार
को स्वच्छ जल विषय के अंतर्गत
अमेरिकी छात्र-छात्राओं ने सरकारी
टंकी, हैंडपंप एवं घरेलू सबमर्सिबल पंप
सेट के पानी के सैंपल लिए। जिससे जल
की गुणवत्ता का पता लगाया जा सके।
एनो, हम्बोल्ट स्टेट यूनिवर्सिटी
केलिफोर्निया अमेरिका एवं लेडी इरविन
कॉलेज दिल्ली के संयुक्त तत्वाधान में
प्रश्नों के संजय राणा एवं अमेरिकी
प्रोफेसर लॉनी ग्राफमेन के नेतृत्व में
बुधवार को छात्र-छात्राओं ने गांव के
सरकारी जल वितरण व्यवस्था को
देखा। पानी की नमूने लिए। संजय राणा
ने बताया कि अगर जल में किसी भी

प्रकार का विकार है तो उस के प्रति
लोगों को जागरूक किया जा सके।
साथ ही उक्त तीनों संस्था कोई
समाधान भी लोगों की सहायता से
निकालने का प्रयास करेंगे। प्रोफेसर
लॉनी ग्राफमेन ने लोगों को भरोसा
दिलाया कि इन सैंपलों का परिणाम एक
हफ्ते में आ जाएगा। उस के बाद स्थानीय
लोगों के साथ बैठ कर उन के परामर्श
और छात्रों की तकनीक से इन
समस्याओं का समाधान निकालने का
प्रयास किया जाएगा।
ग्राम प्रधान राजीव कुमार ने सभी
देश और विदेश से आए प्रोफेसर, छात्र
और छात्राओं का धन्यवाद किया तथा
सब को विश्वास दिलाया कि सहयोग
की भावना से आप सब के साथ मिल

दाहा के गांव तवलागढ़ी में बुधवार को पानी के सैंपल लेते अमेरिकी विद्यार्थी।
कर कार्य करेंगे। ओमपाल सिंह, स्नेहा
राणा, शिवम, हरेंद्र कुमार, सोफिया,
आरूपी, हेली, केन, आर्शिया,
आकांक्षा, किम्बर्ली, हिमानी, अक्षय
शर्मा, ज्योति छिल्लर, प्रिया छिल्लर,
राजा, विवेक कुमार रहे।

कार्यालय जिला पंचायत, शामली
पत्रांक 107/जि.पं.शा./2018-19
मीलाम सूचना
दिनांक 12.06.18

बेरोजगार युवकों का साक्षात्कार



बरनावा लाक्षागृह में पहुंचे विदेशी मेहमान • जागरण

विदेशी दल ने किया लाक्षागृह का भ्रमण

प्राचीन अवशेषों का अवलोकन किया और हिंडन के प्रदूषण पर चिंतन किया

संवाद सूत्र, विनीली : एस्नो के संस्थापक सदस्य संजय राणा एवं एस्नो के सचिव देवेन्द्र कुमार के नेतृत्व में हंबोल्ट स्टेट यूनिवर्सिटी कैलिफोर्निया एवं लेडी इरविन कॉलेज दिल्ली का संयुक्त दल गुरुवार को बरनावा स्थित लाक्षागृह पहुंचा, जहां उन्होंने प्राचीन अवशेषों का अवलोकन किया और

हिंडन के प्रदूषण पर चिंतन किया।

दल में प्रोफेसर लॉनी ग्राफमैन, प्रोफेसर डा. मीनल राणा व सोफिया, आरुषि, हेली, कैन, आर्शिया, आकांक्षा, किम्बर्ली, हिमानी, ग्लोरिया, उमा मलिक, उमंग चौहान, लारेंस, तन्वी गुलाटी, ऐना, सृष्टि मलिक, जेरिमेन सहित 16 छात्र एवं छात्राओं

ने लाक्षागृह का भ्रमण किया।

देश एवं विदेश से आए शोध छात्र-छात्राओं को आचार्य विनोद कुमार व देवेन्द्र शास्त्री ने भारतीय संस्कृति एवं महाभारत कालीन लाक्षागृह के बारे में बताया। सभी ने प्राचीन खंडहरों, सुरंग एवं पुरावशेषों को देखा। विनोद शास्त्री ने यज्ञ से पर्यावरण शुद्धि का उल्लेख

किया। प्रो. लॉनी ग्राफमैन ने कहा कि यहां आकर भारत का इतिहास एवं एवं संस्कृति के बारे में काफी समृद्ध जानकारी मिली है। इस मौके पर देवेन्द्र कुमार, संजय राणा, संजीव शास्त्री, विजय शास्त्री, अनिल बालियान, धर्मेन्द्र कुमार, मौ. यासीन, अजेंद्र कुमार का सहयोग रहा।

तवेला गढ़ी में रिसर्च करेंगे अमेरिकी छात्र ग्रामीण उद्यमिता एवं पर्यावरण पर अध्ययन करेगा 16 सदस्यीय दल

अमर उजाला ब्यूरो
दोघट।

तवेला गढ़ी गांव में हंबोल्ट स्टेट यूनिवर्सिटी कैलिफोर्निया अमेरिका, लेडी इरविन कॉलेज दिल्ली एवं एस्ट्रो के संयुक्त तत्वावधान में छात्र-छात्राओं का 16 सदस्यीय दल ग्रामीण उद्यमिता एवं पर्यावरण पर रिसर्च करने पहुंचा। दल अगस्त तक गांव में रहकर अध्ययन करेगा।

तवेला गढ़ी गांव में दल में शामिल छात्र-छात्राओं का ग्रामीणों ने जोरदार स्वागत किया। इस मौके पर संजय राणा के आवास यज्ञ का आयोजन किया। इस मौके पर प्रोफेसर मनीला ने कहा कि भारत में रोजगार की बड़ी समस्या है। हिंडन नदी का पानी दूषित हो रहा है। यदि गंभीरता से पानी पर ध्यान नहीं दिया तो क्षेत्र रेगिस्तान बन जाएगा। पानी को वेस्ट न करें। वृद्धा पेंशन के लिए एकत्र होकर आवाज उठानी होगी। उन्होंने कहा कि यज्ञ हमारे लिए बहुत उपयोगी है। यज्ञ में विदेशी छात्र-छात्राओं ने आहुतियां दी। एस्ट्रो के संजय राणा ने बताया कि



नलकूप के बारे में जानकारी लेते छात्र-छात्राएं

छात्र छात्राओं के दल में जैस्मीन फिलिप्स, ग्लोरिया ब्राउन, किम्बर्ली डुआर्ट बोनिता, हेली हैरेन, सोफिया बोगनर, केन चेस, अन्ना स्पिटजर, लोरनेज हेर्नानडेज, सृष्टि मलिक, तनवी गुलाटी, हिमानी, अर्शिया वाधवा, अकांक्षा गौतम, आरूषी श्रीवास्तव, उमंग चौहान, उमा मलिक शामिल हैं। दल ने गांव में नलकूपों को देखा। तालाब का भी भ्रमण किया। गन्ने की फसल की जानकारी ली। हरपाल आर्य और अशोक शर्मा ने यज्ञ कराया। इस मौके पर बाबा भोतर, यशवीर राणा, राजीव प्रधान, देवेंद्र प्रधान, ऋषिपाल सिंह, आनंद छिल्लर आदि रहे।

विदेशी मेहमानों ने किया स्वच्छ जल और सौर ऊर्जा पर शोध

एसो के बैनर पर अमेरिका से छात्र-छात्राओं का शोध दल क्षेत्र की 73 दिवसीय यात्रा पर

बड़ौत। पर्यायवरण पर शोध करने आई विदेशी मेहमानों की टीम तवेलागढ़ी गांव में पहुंची, और स्वच्छ जल और सौर ऊर्जा पर शोध किया।

अमेरिका के हंबोल्ट स्टेट यूनिवर्सिटी कैलिफोर्निया व दिल्ली यूनिवर्सिटी के 16 छात्र-छात्राएं एवं प्रोफेसर मंगलवार को तवेलागढ़ी गांव में पहुंची। एसो के संस्थापक संजय राणा के नेतृत्व में सभी सदस्य वहां पहुंचे तथा हंबोल्ट स्टेट यूनिवर्सिटी एवं लेडी इरविन कॉलेज दिल्ली के संयुक्त तत्वाधान में गांव तवेलागढ़ी में स्वच्छ जल एवं सौर ऊर्जा विषय पर

प्रोफेसर लॉनी ग्राफमैन के नेतृत्व में सोफिया, आरुषि, हेली, कैन, आर्शिया, आकांक्षा, किम्बर्ली,

हिमानी के साथ उक्त विषयों पर शोध प्रारम्भ किया। बकौल प्रोफेसर ये कार्य 5 भागों में किया जायेगा।



जिसका ये प्रथम भाग है जिसके अंतर्गत तकनीकी अनुसंधान किया जा रहा है। जिसमें एसो के संजय राणा, अक्षय शर्मा, ज्योति छिल्लर, प्रिया छिल्लर, राजा, ऋतिक कुमार, हरेंद्र कुमार, मास्टर सुखपाल राणा का सहयोग रहा। अमेरिका से आई टीम ने संजय राणा से यहां के वातावरण, रहन सहन, खानपान के

बारे में विस्तार पूर्वक जानकारी ली। इसके बाद शोध पर चर्चा की। इस मौके पर जेस्मिन फिलिप्स, किम्बर्ली आर्ट, केन चेस, लोरेनेज हेनारडेज, अन्ना सिप्टजर, तनवी गुलाटी, आकांक्षा गौतम, आरुषि श्रीवास्तव, उमंग चौहान, सृष्टि मलिक, उमा मलिक, हिमानी आदि मौजूद रहे।

विभिन्न स्थानों पर हुए झगड़े में महिला समेत 13 घायल

बागपत। विभिन्न स्थानों पर हुए झगड़ों में दो महिला समेत 13 लोग घायल हो गए। इनमें से दो की हालत गंभीर होने के चलते चिकित्सकों ने मेरठ के लिए रेफर कर दिया। अमीपुर बालैनी निवासी



हो गई है।
पेछालियों में
एक बड़ीत
स्थित है।

में पढ़ने वाले
के दाखिले
द आदि गांवों
और यदि इन
हटकता है तो
इन्हें जाएंगे ?
र कॉलेज में
हे हैं।

2018
प देशी
ये जाने
तथा
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से बंद
दिनांक
ग्राहसेस
पहले
जायेगी।

रित

ओमप्रकाश आर्य, धर्मपाल, हरपाल सिंह, अंकित आर्य, धर्मवीर, देवेन्द्र आर्य मौजूद रहे।

शिविर का आयोजन
दाहा। चौगामा क्षेत्र के नेताजी सुभाषचंद्र बोस इंटर कॉलेज तवेलगाढ़ी में आज को नेत्रचिकित्सक शिविर का आयोजन किया जायेगा। यहां जानकारी कालेज के प्रधानाचार्य रुक्मपाल सिंह यादव ने दी है।

तमेलगाढ़ी गांव में शनिवार एस्को के तत्वावधान में लेडी इरविन कॉलेज दिल्ली, हम्बोल्ट स्टेट यूनिवर्सिटी अमेरिका और नेताजी सुभाष चन्द्र बोस मैमोरियल इंटर कॉलेज के छात्र-छात्राओं ने पानी की बर्बादी की रोकथाम को लेकर गांव में जन चेतना रैली निकाली। साथ ही नुक्कड़ नाटकों और गीत के माध्यम से लोगों को जागरूक करने का प्रयास भी किया।

एक माह से चौगामा क्षेत्र के तवेलगाढ़ी गांव में एस्को के तत्वावधान में लेडी इरविन कॉलेज दिल्ली, हम्बोल्ट स्टेट यूनिवर्सिटी अमेरिका के छात्र

कुशवाह ने समाज सेवी रक्तदाता एवम रक्तदान शिविरों का संयोजन करने वाले लायन अभिमन्यु गुप्ता व अरविन्द शर्मा, अग्रवाल मंडी टट्टीरी, विनोद कुमार सरूरपुर, राजीव गुप्ता बागपत, डॉ. अनिल गुप्ता, डॉ. सुनील कुमार बिनौली, कृष्णगिरी दत्तनगर, विकास कुमार कासिमपुर खेडी, दिलशाद हरचंदपुर, लोकेश शाल्मी ग्वालीखेड़ा सहित ग्यारह रक्तदाताओं को प्रशस्ति

शनिवार को तमेलगाढ़ी गांव में नाटिका का मंचन करते विद्यार्थी। • हिन्दुस्तान

छात्राओं की टीम ग्रामीणों को पानी को लेकर घर-घर जाकर जागरूक कर रही है। शनिवार को टीम के साथ नेताजी सुभाष चन्द्र बोस मैमोरियल इंटर कॉलेज

कार्यक्रम

- रक्तदाताओं को प्रशस्ति पत्र और शॉल ओढ़ाकर किया सम्मानित
- समारोह में रक्तदाताओं का अभिनंदन एवं आभार जताया

पत्र प्रदान कर एवं शॉल ओढ़ाकर सम्मानित किया। इस अवसर पर रक्त बैंक के प्रभारी डॉ. अनुराग वाष्णेंय ने अभिमन्यु गुप्ता को रक्त बैंक का आधार

हरी झंडी दिखाकर रवाना किया। विद्यार्थियों ने संयुक्त रूप से सुन्दर प्रस्तुति की। जगह-जगह नुक्कड़ नाटकों और गीत के माध्यम से पानी के प्रति जागरूक किया। संस्थापक सदस्य श्री संजय राणा, रुक्मपाल सिंह यादव, प्रीतम सिंह एवं हरपाल सिंह आर्य ने विचार रखे। सचिव देवेन्द्र फोगाट, प्रीतम सिंह वर्मा, संजय राणा, राजीव , रुक्मपाल यादव, हरेंद्र कुमार, मास्टर आनंद छिल्लर, देवेन्द्र फोगाट, पूर्व प्रधान देवेन्द्र प्रधान, ओमपाल सिंह, देवेन्द्र राणा, हरपाल आर्य, किम्बर्ली, अर्शिया वाघवा, हिमानी, आकांशा, हेली, आरुषि, केन, राजा, अक्षय, हेमन्त, ज्योति, प्रिया, ऋतिक, आशुतोष रहे।

जगन्नाथ भगवान की पालकी यात्रा निकली

बड़ीत | हमारे संवाददाता

श्रीराधा गोविंद गौड़ीय मठ पंचवटी गौशाला के तत्वावधान में शनिवार को

बताया। कहा कि बागपत जिला अस्पताल की 80 प्रतिशत पूर्ति वह रक्तदान शिविरों के माध्यम से कराते हैं। इस दौरान उन्होंने सभी रक्तदाताओं का अभिनंदन एवं आभार व्यक्त किया।

जिला अस्पताल के सीएमएस ने कहा कि प्रत्येक व्यक्ति को प्रत्येक 3 माह में रक्तदान अवश्य करना चाहिए। इस अवसर पर रक्त बैंक के केप्टन भारती, स्टाफ नर्स प्रीति, कार्डसलर प्रीति वर्मा एवं अन्य सहयोगी रहे।

भगवान महावीर मार्ग आदि मार्गों से होते हुए गौशाला पर आकर समाप्त हुई। पालकी यात्रा में लोगों ने पुष्पवर्षा भी की। यात्रा के बाद गौड़ीय मठ में विराजमान

नीट व किया

मेरठ। पि एकेडमी शैली या शैली या कॉलेज निदेशव शैली ने परीक्षा शैली ने करते

सीर कि

मेरठ ने ए रिज को 10 प्रेकि रोक एम आ

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पश्चिमांचल विद्युत वितरण निगम लि.

उपसंस्थानों एवं संबंधित अधिकारियों/ अधिकारियों के नाम, पदनाम एवं

9193300916, 26. जाग्रति विहार-2, 9193300931, श्री मुकेश कुमार, 9193300916, 27. जाग्रति विहार विस्तार, 9193300932, श्री मुकेश

ति गांव शाहपुर
क की दर्दनाक
पुर्दे खाक कर
रकान का पुत्र
ने घर में चल
फैन में आए
। परिजनों ने
दिया।

कि कुमार
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कार्ड की
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। उन्होंने
द्वेनों में

बड़ी, मेहंदी हसन, (पंजाब के सरी):
शनिवार को गांव तवेलागढ़ी में एसो
के तत्वाधान में लेडी इरविन कॉलेज
दिल्ली, हम्बोल्ट स्टेट यूनिवर्सिटी
अमेरिका, नेताजी सुभाष चन्द्र बोस
मेमोरियल इंटर कॉलेज तवेलागढ़ी
के छात्र, छात्राओं, संस्था के
पदाधिकारी गण, विद्यालय के
प्रधानाचार्य, अध्यापक गण एवं बड़ी
संख्या में तवेलागढ़ी के गणमान्य
व्यक्तियों ने जन जागरूकता रैली में
भाग लिया। रैली का उद्घाटन गांव
प्रधान राजीव कुमार एवं विद्यालय
के प्रबंधक देवेन्द्र कुमार ने किया।
रैली में छात्र, छात्राओं एवं गांव के
तकरीबन 500 लोगो ने भाग लिया।
रैली के दौरान जल की बर्बादी पर
लेडी इरविन कॉलेज, हम्बोल्ट स्टेट
यूनिवर्सिटी कैलिफोर्निया अमेरिका

देवबंद, मनोज सिंघान/आबाद ग्राम रणखंडी निवासी सुशील पुत्र
राखी (पंचायत ने राखी) शाह देवबंद भोल्लार ने बताया कि उसकी गांव

तमेल गडी गांव में पानी बचाने को लेकर लोगों को जागरूक करते छात्र-छात्राएं। छात्र: मेहदी हसन।

एवं नेताजी सुभाष चन्द्र बोस इण्टर कॉलेज के विद्यार्थियों ने सुन्दर प्रस्तुति से आने वाला समय बगैर पानी के कितना भयावह होगा यह दर्शाया। रैली के दौरान एस्त्रो के

सहायनपुर, (पंजाब) में अन्न आग्राह मास की भीषण गमी से अन्न नाराजिकों को इस समय सहत मिली जब आसमान में गरज के साथ भूस्फोटकार बारिश हुई। एक ओर जहाँ भूस्फोटकार बारिश से किसानों के चेहरों पर रौनक दिखाई दी, वहीं दूसरी ओर भीषण हवा अपने गंतव्य को जाना पड़ा। गरीबों के लिए आसराह मास की भीषण गमी के बावजूद अभी तक सहायनपुर में मानसून सक्रिय न होने के कारण नफा लगातार बढ़ते तापमान से परेशान हो रहे थे।

अधिकासी अभियंता केंदीय
बी-2 ब्लॉक, 212 बस दर्मिनाल के नि
एनआईटी सं. ३३ (सेंट्रल स्टोर)/टीसी/18-19/09

"यू.दि.न.नि. में एक वर्ष के लिए 06 मेकैनिकल अनुसंधान" कार्य, जिसकी निविदा सं. 309429 बढ़ा दी गई है। इस परिशिष्ट को वेबसाइट www.mcdonline.gov.in पर अपलोड किया गया है।

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न करें। इन पदों पर
उठ को अपने पास

अमर उजाला ब्यूरो

दोघट। तवेला गद्दी गाँव में अमेरिकी छात्र-छात्राओं ने स्थानी विद्यार्थियों के साथ जल संरक्षण विषय पर रैली निकालकर ग्रामीणों को जागरूक किया। ग्रामीणों को पानी बचाने का संदेश दिया।

एरा के तत्वावधान में लेडी इरविन कॉलेज दिल्ली, हम्बोल्ट स्टेट यूनिवर्सिटी अमेरिका एवं नेताजी सुभाष चंद बोस मेमोरियल इंटर कॉलेज तेलुंगा गढ़ी के छात्र-छात्राओं ने संयुक्त रूप से जागरूकता रैली निकाली। रैली इंटर कॉलेज से शुरू हुई गांव के विभिन्न मार्गों से होती हुई वापस विद्यालय पर समाप्त हुई। रैली का उद्घाटन ग्राम प्रधान राजीव कुमार एवं विद्यालय के प्रबंधक देवेंद्र कुमार ने किया। रैली में 500 के लगभग छात्र-छात्राओं ने भाग लिया। छात्र-छात्राओं ने नारों के माध्यम से ग्रामीणों को जागरूक किया। एरा के

संजय राणा ने कहा कि जिस प्रकार से जल का दोहन एवं बर्बादी की जा रही है, इस स्थिति में वह दिन दूर नहीं जब यह क्षेत्र बगैर पानी के होगा। नदियाँ हमारा दूषित हो चुकी हैं। तालाबों पर हमने घर बना लिए हैं। यदि हम आने वाली पीढ़ी को सुखद भविष्य देना है तो अपनी सोच और कर्म सुधारना होगा। प्रधानाचार्य रूकमपाल यादव ने बच्चों से पानी के सदुपयोग करने के तरीके बताए। प्रीतम सिंह व हरपाल सिंह अर्थ से सभी से पानी बचाने की अपील की। एखों के सचिव देवेंद्र फोगाट ने कहा कि दूषित पानी स्वास्थ्य के लिए हानिकारक है। प्रधान राजीव कुमार ने देश और विदेश से आए छात्र-छात्राओं का धन्यवाद किया। इसमें आनंद छिल्लर, ओमपाल सिंह, देवेंद्र राणा, हरपाल आर्य, किम्ब्ली, आर्या वाधवा, हिमानी आकांक्ष, हेली, आरुषि, केन, राजा, अक्षय, हेमंत, ज्योति, प्रिया, त्रैतिक, आशुतोष आदि रहे।

ए अवसर

बढ़ीत। कुमकुम मोदी पब्लिक स्कूल में शनिवार को मैंगो पार्टी का

Sarees, Suits, C



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भारतीय
युवाओं

भारतीय सेना में नौकरी के साथ साथ गर्व की बात है। हाल ही में बोर्ड एग्जाम-परीक्षा पास की है ये विद्यार्थी अपना कैरियर बना सकते हैं।

भारतीय सेना में अधिकृत होने के लिए 10वीं अंश एन.डी.ए. की तैयारी कर स्वयं विद्यार्थियों की चाह मौन-आत्म्य कार्य करने की है ये आर्मी, ए

स्टूटे का सर्वे अमेरिकी छात्र-छात्राओं ने

5 गौरीपुर में की छानबीन

की टीम पहले ही कर चुकी जांच, एन्जीटी में की गई थी शिकायत



र में जांच करने पहुंचे अधिकारी। अपर छात्रा

खनन प्वाइंट

के बाद से ही विवादों में घिरा है। टेफेदार बोध काफिरिंग हो गई थी। जिसमें कई लोग तो जेल में बंद हैं। बाद में दोनों पक्षों के

हर बरपा हंगामा

क को लेकर हंगामे की स्थिति है। ग्रामीणों की मीटर की अनुमति दी है, उससे कांटी 5 सुधानपुर, बदरवा और गौरीपुर के लगाकर प्रशासन से की जा रही है।

एसडीएम विवेक कुमार यादव ने कहा कानून का उल्लंघन करने वालों पर सख्ती होगी। जो शिकायतें मिली हैं, उनकी प्रशासन जांच करा रहा है।

कोर्ट में सरेंडर

दोघट (बागपत)। तवेला गढ़ी गांव में अमेरिकी छात्र-छात्राओं ने जल समस्याओं पर सवाल के माध्यम से ग्रामीणों के विचारों को जाना। उन्होंने जल बर्बादी को रोकने के लिए लोगों को जागरूक किया।

एसो, हम्बोल्ट स्टेट यूनिवर्सिटी कैलिफोर्निया एवं लेडी इरविन कॉलेज दिल्ली के संयुक्त तत्वावधान में 16 छात्र-छात्राओं का दल तवेला गढ़ी में शोध कर रहा है। मंगलवार को एसो के संस्थापक संजय राणा एवं अमेरिकी प्रोफेसर लॉनी ग्रामेन के नेतृत्व में सोनिया, आरुषी, हेली, केन, आशिषा, आकांक्षा, किम्बली, हिमानी के साथ गांव में कई घरों के लोगों के साथ जल की उपलब्धता, आवश्यकता, जल की बर्बादी, जल प्रदूषण एवं सामान्य समस्याओं पर सवाल के माध्यम से विचार जटने। उनके गांव की जल की समस्या पर कार्य किया जा सके। इस दौरान अमेरिकी छात्र-छात्राओं ने गांव में लगे हैंडपंपों के दूषित पानी को भी देखा। इस मौके पर अध्यक्ष सार्मा, ज्योति किल्लर, प्रिया किल्लर, राजा, विवेक कुमार, हेमन्त, यश आदि का सहयोग रहा। खुशी

छात्राओं ने गांवों में पहुंच कर किया शोध

तवेलागढ़ी खेत कई गांवों में स्वच्छ पानी व सौर ऊर्जा पर ली जानकारी

● जनजाती संकटग्रस्त, बढ़ती

पर्यावरण पर शोध करने आई विदेशी व शिक्षा से छात्राओं की टीम ने तवेलागढ़ी, होला गांव समेत कई गांव में पहुंचकर स्वच्छ जल व उसकी उपलब्धता पर जानकारी एकत्र की। इसके अलावा उन्होंने सौर ऊर्जा पर भी जानकारी जुटाई।

अमेरिका के हंबोल्ट स्टेट यूनिवर्सिटी कैलिफोर्निया व दिल्ली यूनिवर्सिटी के लेडी इरविन कॉलेज की 16 छात्र छात्राएं एवं प्रोफेसर मंगलवार को तवेलागढ़ी गांव में पहुंचे। एसो के संस्थापक संजय राणा के नेतृत्व में सभी मौलिक सदस्य छात्राओं ने गांवों में पहुंच कर स्वच्छ पेयजल की जानकारी ली। हैंडपंपों व अन्य जल स्रोतों की जानकारी की। ग्रामीणों से पानी के संबंध में जानकारी ली। पानी के मानकों की जांच की। ग्रामीणों के जल स्रोतों को देखा। तवेलागढ़ी गांव में स्वच्छ जल विषय पर एसो के संस्थापक सदस्य संजय राणा एवं अमेरिकी प्रोफेसर लॉनी ग्रामेन के नेतृत्व में सोनिया, आरुषी, हेली, केन, आशिषा, आकांक्षा, किम्बली, हिमानी के साथ गांव के भिन्न-भिन्न वर्गों के लोगों के साथ जल की उपलब्धता, आवश्यकता, जल की बर्बादी, जल प्रदूषण एवं सामान्य समस्याओं



तवेला गढ़ी में ग्रामीणों से जानकारी करती शोध छात्राएं।

शिक्षामित्रों का खंड शिक्षा अधिकारी कार्यालय पर प्रदर्शन

ऊन: बलाक क्षेत्र के परिषदीय विद्यालयों में तेजा शिक्षामित्रों के मानदेय बिल जिला मुख्यालय न पर पहुंचने के कारण शिक्षामित्रों को सार माह से मानदेय नहीं मिल पा रहा है। शिक्षामित्रों ने ऊन खंड शिक्षा अधिकारी कार्यालय पर धरना-प्रदर्शन किया। सामग्री जनपद के परिषदीय विद्यालयों में तेजा शिक्षामित्रों को धर माह से मानदेय नहीं मिलता है। जबकि ऊन बलाक से अभी तक मानदेय देने के लिए बिल नहीं भेजे गए हैं। जिसके कारण जनपद के सभी शिक्षामित्रों का मानदेय रुका हुआ है। मानदेय न मिलने के कारण शिक्षामित्र परेशान हैं। रा संबंध में शिक्षामित्र संघ के प्रदेश प्रस्ताव तानिम रमा, जिलाध्यक्ष वेनपाल, प्रमोद शर्मा ने बताया कि जब तक समस्या का हल नहीं होगा धरना-प्रदर्शन जारी रहेगा। इस सम्बंध में खंड शिक्षा अधिकारी कोमेश गुप्त ने बताया कि बाढ़ न मिलने के कारण मानदेय नहीं मिलता है, बाढ़ अब गई है। बुधवार को मानदेय जारी कर दिया जाएगा।

पर लगभग 18 से 20 सवालों के माध्यम से विचार जटने का प्रयास किया, जिससे उनके समस्या पर कार्य किया जा सके। जिससे एसो के संजय राणा, अध्यक्ष सार्मा, ज्योति किल्लर, प्रिया किल्लर, राजा, विवेक कुमार, हेमन्त, यश का सहयोग रहा।

भगवान की भक्ति से दूर होंगे दुख: भैयादास

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हेज में दो लाख रुपए
ने से नाराज
एकदम विवाहित
उत्तर दिया।
संगत को के
दर्ज कर ली।
कुमार का
भेज के ग्राम
हसी अहमद हई ने
का निकाह करीव
र क्षेत्र में शान
कालोनी निवासी
सोनू से किया
पति अमीरुद्दीन,
सास उसलीमा
ले दो लाख
की मांग को
पीड़न कर रहे
ही न होने पर
उ बजे उन
जेल की हत्या
तका के
गुप्त गया।
के साथ ही
हुंच गई।
ज में लेकर
ज दिया। वहीं
रीर पर
सास के
ली।
का
दौलत
ल रहे
रस्त
स्काउट
किया
मोजूद
रहे
त

नजीबुद्दीन क्षेत्र में शुक्रवार की रात
थाना प्रभारी निरीक्षक देवेंद्र धामा,
इस्पेक्टर मनमोहन चतुर्वेदी, एसआई
संजय कुमार, का, राहुत राणा,

की। पुलिस ने बदमाशों व दरोगा को
समीप अस्पताल में भर्ती कराया।
जहां बदमाशों को बिजनौर व वहां से
मेरठ लिए रेफर कर दिया गया।

को नगर पंचायत जलालाबाद के
कर्मचारी नोशाद अहमद, नईम
अहमद, रिफजुर्रहमान, मौउ सुहेल
आदि ने कस्बे की मैन मार्केट व

कार्यवाही करते हुए उनके कब्जे से
कई किलो पॉलिथीन बैग जब्त
किए। पंचायत कर्मियों द्वारा
लगातार की जा रही कार्यवाही से
पॉलिथीन का इस्तेमाल करने वाले

वर्मा ने बताया कि पॉलिथीन बैग
को रात प्रतिपान बेच कराने की
कार्यवाही संखली से की जा रही है
और आगे भी यह कार्यवाही जारी
रहेगी।

नव पीढ़ी को बचाना है, तो जल का करे संरक्षण : संजय राणा

बड़ीत। शनिवार को गांव तवेलागढ़ी में एसो के तत्वाधान में लेडी इरविन कॉलेज दिल्ली, हम्बोल्ट स्टेट यूनिवर्सिटी अमेरिका, नेताजी सुभाष चन्द्र बोस मेमोरियल इंटर कॉलेज तवेलागढ़ी के छात्र-छात्राओं, संस्था के पदाधिकारी गण, विद्यालय के प्रधानाचार्य, अध्यापक गण एवं बड़ी संख्या में तवेलागढ़ी के गणमान्य व्यक्तियों ने जन जागरूकता रैली में भाग लिया। इस जन-जागरूकता रैली का उद्घाटन गांव प्रधान राजीव कुमार एवं विद्यालय के प्रबंधक देवेंद्र कुमार ने किया। उक्त रैली में छात्र-छात्राओं एवं गांव के तकरीबन 500 लोगों ने भाग लिया।

मारपीट और प आरोपी पिता-प

माहकट नयूज

काधला। कस्बे के मोहल्ला खेल में
चार दिन पूर्व हुई मारपीट व पथराव
के मामले में पुलिस ने आरोपी पिता
पुत्र को गिरफ्तार कर जेल भेज दिया
है। पुलिस अन्य फरार आरोपी की
तलाश कर रही है। थाना भवन के
कस्बा जलालाबाद निवासी नूर हसन
ने अपनी पुत्री फरजाना की शादी दो
वर्ष पूर्व कस्बे के मोहल्ला खेल
निवासी वाजिद पुत्र बाबू के साथ की
थी चार दिन पूर्व विवाहिता फरजाना
को उसके पति वाजिद ने मारपीट
कर गंभीर रूप से घायल कर दिया
था।
पीड़िता ने मामले की सूचना फोन
कर अपने परिजनों को दी थी।
गुरुवार को विवाहिता का भाई शादाज
अपने परिवार के इनाम नवाब और
परवेज अपनी बहन के ससुराल
पहुंचे थे। आरोप है कि विवाहिता के

नहीं माना मंत्री का आदेश, अंधेरे में डूबा नगर आगामी लो में जुटे कार

☐ बिजली कटौती से लोगों का

विद्युत विभाग के स्थानिय अधिकारी

Print Media



जेन इंटर कालेज में
संसा, खोजा - तम
विद्यार्थियों को अपनी
आर की मायाय विद्या (।
कारना भी विद्याया। जे
विद्यार्थ्या अतिथीय मय
प्रमाण में धर्मिक जय
को संवेदित जन जय
विद्या प्रान्त जन लेता है
मेढरात न जय न जय
को मुक्त विद्या। राज्य
कुमार, प्रसन्न जेन, वि
जेन अतिथीय विद्या

लगात सूत्र दाहा : मैत्रज्ये नृपाय संद्र सोम मेरोकित इंटर कालेज तमेलनादुरी में पृथ्वी के प्रभावधारण में लेटी इन्डियन कालेज दिल्ली एवं ब्रिस्कोट स्टेट यूनिवर्सिटी अमेरिका के शोधकर्ता ज्ञान-प्रज्ञाओं में जल रोकथाम पर सुनौती बर्षों के कथन सहित निकालाया लोगों को जागरूक किया।

देश में जल बचाओ-जोड़व बचाओ आदि नती के साथ साथ ये प्रकल्प लोगों को पानी का महत्व बताता तथा सबको जल का महत्व समझाते हुए कहा कि जल ही जीवन है, इसे निर्गुन दोषों पर निराला देता ही ये समझें सोलक अपने जीवन में प्रयोग करें। पानी ही वो सच्चा धन है। पानी की

बखीदी रहे। संसय राणा ने कहा कि वह दिन दूर नहीं जब हम फिर यहाँ के लोग। हम अपने कानों पीछे को मसुदा भविष्य देना चाहते हैं तो अपना भोग व लस सुधारना होगा।

राजा-राजाजी मैंने सुकल के अलावा भोग की सुविधा में भी सुकल काट कर प्रगोषियों को पानी के प्रति जागृत किया। कार्यक्रम का वरुदाद हम यहाँ राजीत कुशा ने किया। इस लोक पर प्रधानमन्त्री रामकृष्ण सिंह यादव, पीतम सिंह, देवीद फोराद, जित कुमार, हरपाल भार्य, किष्करी, जगजगल, अशोक, रानी, केन, हिमानी, अरवि, बलिक, विरा, अशोक, राजा अरवि अशोक वगैरे।

लवार्ड रुज दाहा : मेराजो मुखपत्र 'बंद बोस' मेरोपाक हुँदर कालेज, प्रमेलानदी मे पुरी के प्रभावधन मे लेहो रुजदिव कालेज डिपटी एन प्रोफेसर स्टेट मुखपत्रिस्टी अमेरिका के रोषधकार जेन-क्रुज्जो मे जेन रुजदिव 'मं सकुती जपनी के कथन लिखे निजकालक सोना मे जायकन विपल ।
 'होती मे जल बहाओ-जोवन बहाओ जादि नती के साथ साथ मे घुसकर लोती को घाती का मिला बहाओ तथा अमरक जल का पलायन सम्पादित हुन कथा के जल हो जीवन हो, इसे मिर्चा टोकरा के मे विरहा देहा हो मे समुद्री बोल्क बहने जीवन मे प्रवाह हो, लोती को मे घुसकन हो, पानी हो

कई। गोपनीयता साधन पर दो से अधिक व्यक्तियों का बैठना संभव है। डेटा लाईव का जारी हिस्सा वाला पुनः होना चाहिए। प्रदर्शित लाईव, राडी का बीमा, रजिस्ट्रेशन, प्रत्यक्ष प्रभावशाली राडी के साथ होने चाहिए।

सभी पार्टियों में प्राथमिक जगह लेना आज-कल का रीति है। ओवरटेक करने

● 1994年12月，中国加入世界贸易组织。

[illegible][illegible]

अमरनाथ में भंडारा

किशनपुर बराल से
लगातार सात साल से

गांव तवेलागढ़ी में आयोजित किए गए यज्ञ में पहुंचकर दल के विदेशी छात्र-छात्राओं ने दी आहूतियां

पर्यावरण पर रिसर्च को गांव पहुंचा अमेरिकी दल

बड़ौत | हमारे संवाददाता

चौगामा क्षेत्र के तवेलागढ़ी गांव में शनिवार को हम्बोल्ट यूनिवर्सिटी केलिफोर्निया अमेरिका, लेडी इरविन कॉलेज दिल्ली एवं इस्रो के संयुक्त तत्वाधान में छात्र-छात्राओं का 16 सदस्य दल ग्रामीण उद्यमिता एवं पर्यावरण पर रिसर्च करने पहुंचा। यह दल अगस्त तक गांव में अध्ययन करेगा।

तवेलागढ़ी गांव में शनिवार को दल में शामिल छात्र-छात्राओं का पहुंचने पर ग्रामीणों ने जोरदार स्वागत किया। इस अवसर पर संजय राणा के आवास यज्ञ का आयोजन किया गया।

प्रोफेसर मनीला ने यज्ञ में बोलते हुए कहा कि भारत में रोजगार की बड़ी समस्या है। हिंडन नदी का पानी दूषित

दल का स्वागत

- वैदिक यज्ञ में भी लिया हिस्सा, यह दल अगस्त तक करेगा अध्ययन
- तवेलागढ़ी गांव में दल में शामिल विद्यार्थियों का किया स्वागत

हो रहा है। यदि मैंने पानी पर ध्यान नहीं दिया तो क्षेत्र रेगिस्तान बन जाएगा। पानी को वेस्ट न करे। वृद्धा पेंशन के लिए एकत्र होकर आवाज उठानी होगी। उन्होंने कहा कि यज्ञ हमारे लिए बहुत उपयोगी है।

यज्ञ में विदेशी छात्र-छात्राओं ने आहूतियां प्रदान कीं। इस्रो के संस्थापक सदस्य संजय राणा ने बताया कि इस दल में जैस्मीन फिलिप्स, ग्लोरिया ब्राउन, किम्बर्ली डऍर्ट बोनिता, हेली हैरेन-

सोफिया बोगनर, केन चेस, अन्ना स्मिटजर, लोरनेज हेर्नानडेज, सृष्टि मलिक, तनवी गुलाटी, हिमानी, अर्शिया वाधवा, अकांक्षा गौतम, आरूषी श्रीवास्तव, उमंग चौहान, उमा मलिक शामिल है। दल ने गांव में ट्यूबवेलो को देखा। तालाब का भी भ्रमण किया। यूकेलिप्टिस व गन्ने की फसल के बारे में जानकारी ली।

यज्ञ के ब्रह्मा हरपाल आर्य व अशोक शर्मा ने यज्ञ सम्पन्न कराया। यज्ञ में यजमान आरूषि व तनवी रहे। इस मौके पर बाबा भोलर, यशवीर राणा, राजीव प्रधान, देवेन्द्र प्रधान, ऋषिपाल सिंह, आनंद छिल्लर, रामवीर, हरेंद्र, तेजपाल सिंह, सुदेश, मास्टर सुरेश राणा, आदेश कुमार, संजय आदि उपस्थित रहे।



शनिवार को तवेलागढ़ी में भ्रमण करते विदेशी छात्र-छात्राएं। • हिन्दुस्तान

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