RURAL IMMERSION PROGRAM

Mission of Expanding Minds

Mission of B To I (Bharat to India) & I To B (India to Bharat)

Life Skills Learning: Experience Sharing
2017 - 18
I would say that if the village perishes India will perish too. India will be no more India. Her own mission in the world will get lost. The revival of the village is possible only when it is no more exploited. Industrialization on a mass scale will necessarily lead to passive or active exploitation of the villagers as the problems of competition and marketing come in. Therefore, we have to concentrate on the village being self-contained, manufacturing mainly for use. Provided this character of the village industry is maintained, there would be no objection to villagers using even the modern machines and tools that they can make and can afford to use. Only they should not be used as a means of exploitation of others.

Almost half of the population of the world lives in rural regions and mostly in a state of poverty. Such inequalities in human development have been one of the primary reasons for unrest and, in some parts of the world, even violence.
Hon’ble Prof. Dr. Vishwanath Karad  
Founder President  

WORDS OF BLESSINGS

I am extremely happy to note that MIT-WPU has initiated a Rural Immersion Program in its curriculum. This is a very positive step to integrate the students with the heart of India i.e. Rural Society.

Much before independence, Rashtrapita Mahatma Gandhi had appealed to the people of our country to stop migrating to the cities & instead, strengthen the villages to make them more self-sufficient.

I myself belong to a small village Rameshwar – Rui in Latur district of Maharashtra & it has been my endeavour to give back to my village as much as I can & turn it into an ideal village as envisaged by the Founding Father of our great Nation. It therefore makes me very happy that MIT-WPU is imbibing the values of social commitment & social change among the students. This will help to bridge the deep chasm between urban and rural sections of India.

MIT – World Peace University is imbibing the values of social commitment & social change among the students. This will help to bridge the deep chasm between rural & urban sections of India.

Prof. Dr. Vishwanath Karad
My idea of Rural immersion Program was not only limited to give exposure to university students to visit villages as a part of one day rural tourism activity but to create a learning opportunity for students of urban background by actually living in the farmer’s house for few days, understand their plight, problems and value system and their courage to cope up with the continuous natural and man-made calamities the farming sector facing. Their struggle for is inspiring and their contribution for food security for our country is enormous.

The MIT-WPU’s Rural Immersion Program is designed and evolved as ‘Bharat To India’ and ‘India To Bharat’ which is a learning and empowering experience for the youth and even for faculty members.

I am all sure that the way in which our Rural Immersion Program team is implementing this unique activity, it will attract the attention of global higher education sector and many more Universities and HEIs will follow our path for the progress of the rural communities in their respective countries.

“The true Indian culture and hospitality remains safe in the hands of the rural communities. Their struggle for survival is inspiring and their contribution for food security for our country is enormous.”

Mr. Rahul Karad
MESSAGE FROM VICE CHANCELLOR

I am pleased to note that Rural Immersion Program was successfully completed and students had an opportunity to get a first-hand feeling of life of people living in rural areas. Such program gives an insight about lifestyle, culture, plight and problems faced by people living in those places. It also helps us in sensitizing our students who start thinking about how to mitigate some of these issues by providing innovative solutions. Such programs also help students to gel with their peers and create a social support system for them which in my opinion is necessary in the current over stressed community.

Such unique programs provide a rich experience, develops socially oriented mind-set, allows to analyse problems, think collectively about finding solutions and execute the plans strategically. It also provides the students an opportunity of developing strategic plans for different situations especially in absence of sufficient resources. It also provides enough food for thought about one’s own strengths and weakness and develops quality of practical leadership.

I congratulate all the team of faculty staff and students who participated in it and hope had a wonderful experience which they will cherish throughout their life.

Wishing all the best of life.
OUR SOURCE OF GUIDANCE

Prof. Dr. Jay P. Gore
Principal Advisor, MIT-WPU
Reilly University Chair Professor from Purdue University

Prof. Dr. Inder K. Bhat
Vice Chancellor
MIT-WPU

Prof. Dr. Shrihari Honwad
Provost
MIT-WPU

Prof. (Gp. Capt.) D.P. Apte
Registrar &
Dean – Peace Studies
MIT-WPU
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x. Life Skills Learning: Students - Faculty of Engineering
Higher education in the world is changing in terms of technology, methodology and profitability. It's losing it’s connection with industry in terms of employability. Most concerned worry is students of new generation known as millennia, are victims of total disconnect with society and most of them are self-centric and individualistic. It's very essential that youth of any nation must be connected with society and people around them. They must be problem-solvers than problem creators.

In India, which is a continent in itself with 17.5% population of the world, there exist two nations within it: one is ‘India’- Urban India of metropolis and cities and other is ‘Bharat’ - consisting of villages of rural India. ‘India’ is advanced and ‘Bharat’ is underdeveloped, deprived and backward. In rural India (Bharat), there are as much as 638 thousands villages with 69% population residing in them.

In view of this under socially committed visionary leadership of MIT- World Peace University's founder President Hon'ble Prof. Dr. Vishwanath Karad and an idea of dynamic Executive President Mr. Rahul Karad, we have designed the completely different Rural Immersion Program, which is mandatory to all students of MIT-WPU University, including students of Engineering, Management, Pharmacy, Arts, Science, Commerce, Law, Education and School of Government.

Every year more than 6000 students of MIT-WPU participate in this unique Rural Immersion Program. The philosophy behind design of this program is to ‘Bharat To India’ (B To I) and ‘India To Bharat’ (I TO B) which preach that the students of urban India should go to rural India not educate them but to learn from them, how to survive while facing unbearable obstacles. After understanding their plight and problems through humanly communication and interaction urban students are expected to apply their knowledge and capabilities

The learning out of this Rural Immersion Program is three dimensional which is empowerment process for these students. The three dimensions deployed here are Service Based Learning (SBL), Project Based Learning (PBL) and Research Based Learning (RBL).
Rural Immersion Program is indeed devoted to sensitize and educate urban students about social issues concerning rural people and their mechanisms to fight against all odds in their day to day lives. This is a unique program designed to transform a student into a holistic person. It helps a student in understanding our values and traditions better.

Students from different disciplines learn not only adjust themselves in a rural background, away from comforts of their homes but also be content with scarce resources. They can implement their knowledge to solve certain problems faced by rural population and bring ease into the life of villagers particularly farmers.

The emphasis of this unique program is majorly on researching and working on ground level so that every student can contribute for sustainable development of rural community. Rural Immersion Program is definitely a step to inculcate social values, having compassion and realizing the hardships of Rural India i.e. Bharat.
Dr. Vishwanath Karad MIT world Peace University is a state private University, established under Government of Maharashtra Act XXXV2017 dated on 5th May 2017.

For centuries, India has been the apostle of knowledge and peace. MIT-WPU has been built on this philosophy. MIT-WPU is focused on being the change that is needed in the World today by sensitizing and understanding the human dimensions of conflicts, and developing a tool box of transferable skills such as negotiation, peace building, technology and Management. These skills will enable graduates from various divers programs to succeed in peace building.

Our students will be in the best position to bring about consolidated change for positive growth, development and social inclusion. An aspirational University for students searching for world class education – Scientist, Researchers, Scholars, Academicians, Philosophers, Technocrats, Successful entrepreneurs.

Dr. Vishwanath Karad MIT-WPU is a flagship University Sponsored by MAEER’s MIT Group of Institutes, which has over 1,00,000 Alumni all over the world.
Academic Credit System (ACS):
Flexible Credit System allowing students to customize their education after firm foundation, by opting for an appropriate track.

Continuously Updated Education (CUEd™):
Continuously Updated Education is a way of ensuring effective learning @ MIT-WPU. The CUEd System expedites adapting the latest development in each subject into the real time learning-teaching.

Faculty
Team Teaching by Faculty

Digital Learning
Industrial Collaboration Technology for Internships

Research Collaborations
Fostering Entrepreneurship

Social Missions
Peace Programmes for Holistic Development

Sports Culture for Peace
Rural Immersion Programme

National Study Programme
International Credit Programmes (Up to 4-5 weeks)*

Alumni Involvement
Life @ MIT- Beyond Classroom

Rural Immersion Programme

Page 4 | Rural Immersion Program
Rural Immersion Program is the dream project of Executive President, Prof. Rahul Karad to transform rural India by sensitizing the students of different streams under MIT- World Peace University towards the different social issues prevalent in rural societies. This program is designed by Executive President of MIT Group of Institutions, Prof. Rahul Karad to achieve ‘Social Mission’ of University with the Inspiration of Founder of MIT Group of Institutions and noted Educationist Prof. Dr. Vishwanath Karad. Under this program every student of MIT-WPU stays in the house of farmer/villager to understand their lifestyle, culture, plights and problems.

VISION

To build leadership that generates good citizens and a strong commitment to society

MISSION

To sensitize the urban students towards the problems faced by the villagers
To provide an opportunity to the students to become a part of rural development process
To apply knowledge of respective disciplines to solve social problems
OBJECTIVES of Rural Immersion Program

1. Connecting urban Indian Youth to Bharat (I To B)

2. Connecting rural Bharat to urban area (B To I)

3. Creating opportunities to learn from rural Bharat for MIT-World Peace University students.

4. Contributing to learn rural development by urban youth of India

5. Sensitizing urban youth about issues and problems of villages in general and farmers in particular.

6. Attempt in providing solutions to village problems through Service Based Learning (SBL), Project Based Learning (PBL) and Research Based Learning (RBL).
Academic Leadership

Prof. Dr. L. K. Kshirsagar
Dean: Faculty of Engineering

Prof. Dr. Sayalee Gankar
Dean: Academics & Director: Admissions

Prof. Dr. Prasad Khandekar
Dean: Faculty Affairs

Prof. Dr. R. V. Pujeri
Executive Dean

Prof. Dr. Suhasini Desai
Associate Dean
Dept. of Education

Prof. Dr. Mahesh Abale
Associate Dean
Faculty of Commerce

Prof. Dr. Madhuri Kulkarni
Associate Dean
Faculty of Liberal Arts
Core Team Members

Faculty of Engineering

Prof. Dr. Ajit Deore
Prof. Gaurav Narkhede
Prof. Dr. Sachin Kulkarni

Prof. Yogesh Mane
Prof. Mrunal Salwadkar
Prof. Dr. Meghana Gote

Prof. Nilesh Birajdar
Prof. Priyanka Gulhane
Prof. Priti Wakodikar
## Team of Proactive Faculty & Non-Teaching Staff Members

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### Book Layout & Design

- **Akkahshh Agarwaal**  
  *S.Y.B.Tech (Electrical)*
Life Skills Learning

Students of Faculty of Engineering

MIT – World Peace University
RURAL IMMERSION PROGRAM
Ghodegaon

Name: Tejas Bansal
Roll No: 102027
F.Y.B.Tech
Division: Second
“The best way to find yourself is to lose yourself in the service of others”
-Mahatma Gandhi.

Ghodegaon was a beautiful and a mesmerizing place with a rich culture and adorable environment. We were able to live a life full of new quests and tasks. Our stay at one of the villager’s house was memorable. The love and affection shown by family members was incomparable.

We were greeted with tasty food and were provided with a shelter and all the basic amenities. The afternoon lunch provided by the villagers was commendable.
We were lucky enough to gaze upon the rising sun and to see the crops shine and gloom in the morning. The cattle farm and all the produce of the village was visible from our home.

We even saw snake skin while wandering in the farms.
Our primary aim was to gather people for street play and spread awareness regarding women empowerment and garbage management with the help of slogans and patriotic songs. It was a wonderful experience for the students as well as the teachers. The first important activity we did is to find dry wood, clothes to tie and kerosene oil for burning.

By 5:30 PM, we were prepared for the MASHAAL RALLY. Now it was time to begin with MASHAAL RALLY. We stated from sarpanch’s house took a complete tour of the village. Four students grabbed the banner of our college and I am feel proud to mention that a picture of our division was printed in the local newspaper.
The main aim of the street play was to spread awareness regarding cleanliness, garbage disposal and women empowerment. Life is full of joy and experiences which had a great impact on our whole life. Even a small experience matters a lot in our life which can help us as well as others to lead their life in a better way. The street play was based on the idea of women empowerment so that the society could change their mindset towards the basic rights of women.

Street play depicted the current scenario of the society which is creating a negative impact on the life of women due to which they can not live a happy life.
Garbage management was another major topic which we wished to cover and successfully did with the help of speeches and slogans during the MASHAAL RALLY. Student carried different types of banners and we even carried garbage bag to dispose all the garbage we saw enroute. We even distributed pamphlets mentioning the precautions and need of garbage management. Our rally was successful as we were able to convey our message amongst the villagers.
**Yoga and fitness**

The village comprised of four schools in total. First two which we visited had students of preprimary section. We conducted a yoga session for all the children by performing many ‘Aasans and postures’ of yoga. Each and every student was guided individually and the outcome was mesmerizing. Physical training was another part of our curriculum and was quite joyous for the kids.

**Story telling**

Some students of our division recited famous tales to the students in their local language (marathi) and explained the moral of each one of them. The school kids were smart enough to depict the morals of the stories all by themselves.
• **Drawing competition**

Another school which we visited has students of higher secondary section. We held a drawing competition amongst the kids about which they were forewarned. The paintings were so pretty and remarkable. The picture of the winner’s painting is shown below;

![Drawing competition](image)

• **Singing**

We have a guitarist in our college who didn’t hesitate once to participate in events such as singing and drama. He played guitar continuously for three days. We sang patriotic songs for the school students in which they actively participated and in response they taught us some of their local heritage songs.

![Singing](image)
• **Origami**

Children were quite excited about origami. We purchased all the materials required prior to the task and distributed origami paper to all the students (1 paper each student). We taught them how to make a butterfly and even distributed chocolates for their effort. The task was quite tiring but the outcome was fabulous.

• **Career guidance**

We were able to have an interactive session with the students of 11th and 12th class. We guided them regarding the options they have in life, the importance of money and education. Our session had a great impact on their mind. The students of the school were overwhelmingly interactive and appreciated our efforts.
The village had an orphanage in the outskirts. With the help of Sarpanch’s support, we were able to transport sixty-one students of our division to that location. We had a lot of fun in the orphanage. The official caretaker of the orphanage gave a fantastic speech regarding the importance of parents in one’s life and even mentioned the contribution of Sarpanch in educating the children of orphanage.

We sang songs with them, played games, and even performed a skit in front of them. The children of orphanage were generous enough to provide a memento.
On the last day of our rural immersion program, a felicitation ceremony was conducted in the public auditorium. Sarpanch of the village, Upsarpanch, officials from our college and other dignitaries were present that day and changed our perspective regarding this world with their mesmerizing speeches. They gave us the motivation to do something good for the needy ones in future.
I sincerely thank MIT-WPU for conducting this program and help us change our mindset by brainstorming us with different ideas. We had a vicarious experience of the village life and economy. After conducting this study, we gained real and first-hand knowledge of the advantages and limitations of being part of the rural technosocio-economic setup. The people of the village were very cordial in providing us all the necessary information that we required for our study. Fromm the study we also came to know about the existence of all kinds of dualism not only between urban and rural but also among the various sub sections of the rural areas itself. Rural areas should not be considered as supplier of manual labor only; this conclusion has been drawn taking into account the potential of villages to convert into growth centers by removal of various constrains on them.
This specific report consists of my personal experience that I gained during the visit to a village called Rule. It also includes various kinds of activities performed by us during the visit.

Activity 1. Mashaal Pheri

The activity of Mashaal Pheri had begun on 14th evening at 5:00 pm, the march was about 1.5 km long march and it started from Bhairavnath temple till the centre of the near wadi, ended at 5:30 pm. The main moto of the march was regarding the awareness against women empowerment and child marriage, there were 3 men in the front and three men at the back holding Mashaal one each. Also 4 men held the banner of our institute.
Activity 2. Street Play

As soon as the Mashaal Pheri commenced the street play was performed, about 10 students (6 boys and 4 girls) took part in it. The street play focused on issues like women malpractices and their place in the society, all the villagers keenly observed our act and we hoped that we had conveyed our message. It started at 5:45 pm and continued till 6:15 pm. The street play was completed with the recitation of the national anthem.

Activity 3. Anganwadi, Secondary school

Today the students staying in the old-age home visited the Anganwadi (pre-primary school), those living with the villagers went to the secondary school. I was among the old-age home group, we conducted various activities like drawing, origami and health cautious activities like yoga. They were distributed according to the age group of the students, in return we were thanked with many hugs.

Activity 4. Old-age home

Personally it was a very heart-warming experience for me, I interacted with a few of the aged ones and I came across an old lady who told me that unlike most of them she was left here by her own son. The reason was that she was no longer capable of earning money any more. There a few like her but we all spoke with them to provide them some comfort, also many traditional songs were sung by them for us.
Activity 5. Survey

The primary target assigned us by the institution was to conduct survey of the villager’s homes. The survey form included various questions like- their income, no of family members, governmental policies. The main aim of the survey was to get to know the lifestyle of the people living there. Each student had to submit 4 surveys by working in group of 2.

My experience - It was a memorable time that I spent in the village, I got to learn many new things and got a brief understanding of the life style of the people of the village, the kindness of the people was immense as compared to the city people. We understood some of the hardships and difficulties faced by the villagers and that many improvements have to be brought in there.

Conclusion - The message that I received by this trip was not only a practical way to improve my engineering skills but also a mind-set of the villagers who always an open heart.
Rural Immersion Program aims at bridging the gap between INDIA and BHARAT. It aims at bringing us in contact with our roots, the part that we often go on to neglect.

Students participating in Transect Walk to get acquainted with village
We, the students of DIV.1 were supposed to go on a 3-day Rural Immersion Program to the village named Rule in Velhe tehsil of Pune district, on the 14th of March.

Initially, hesitant about the entire idea but equally excited we took the bus at 9:30 a.m. from the college campus and reached Rule village at around 11:30a.m. Further, our entire batch of students was divided into 4 parts and were to respectively stay in the 4 waadis. We went to the allotted houses, were welcomed with open hearts. We had our lunch and then went on to do the surveys, the forms being scripted by the Jan-Seva Foundation that aims at improving the life of the people. The first day was spent in interacting with the people there and trying to understand them in a better way.

*Students’ participation in ‘Mashal Pheri’ to create awareness on social issues*
At around 5:15 we gathered near the Bhairav Nath mandir from where the Mashal pheri began with quotes about sanitation, health and equal rights for education. Within, 15-20 minutes we reached Mordari, where after gathering people, we presented the street play that was highly loved and appreciated by everybody. We then sent time interacting with the people of the village and then returned to our respective waadis.

Day-2. The second day was supposed to involve activities in the schools of the village. I, with a few more of my classmates went to the senior school that had classes from 7-10 std. we, taught them yoga and its importance, origami, held reading competitions and also organized hand-wash campaign.

*Hand wash activity for school children*
In the evening we gathered at the allocated spot and provided the students of the village with major career guidance and answered questions that would probably prove useful to them in the future. Then, we interacted with the in charge of the Jan-Seva Foundation and exchanged views about the entire program.

Day-3. the third day began with the felicitation ceremony where our very own Khandekar Sir and Desai Ma’am were present to honour the Sarpanch and every single person who was involved with this program. Later, our entire batch of students went to the old age home where we spent the day talking to the elderly and also, organized a small program for them. At around 3:30 p.m. we started off from there and reached our college campus at 5:30.
Finally, all I would like to say is, this trip would always be the one very close to my heart. Getting to know things in a different light is always a good idea, anyway. One of the most important benefits that I’ve had because of this program is that I came to know myself, I came to know about my leadership qualities and problem-solving qualities. These qualities I am sure would help improve my personality and further my life. I am so glad I was a part of this program.
The Rural Immersion Program, a brainchild of Dr. Rahul Karad sir, was aimed to inculcate a sense of empathy and awareness, with and about, the Rural Life and the “Bharat” that dwells in it. Our program took place in the Rule Village, situated 38km from Kothrud and near the backwaters of Panhset dam. It is divided into 7 wadis. Our class was divided into 4 groups and we lived in Alandewadi, Mordari, Tidkewadi and Ambigaon. The program’s duration was from 14th March to 16th March i.e 3 days and 2 nights. Though I’ve lived in my own village countless times before, this was a new experience for me as I’d never actually tried to search deeply into Village life and the problems it brings up. Our batch had accommodations at the Janseva Foundation’s Nursing School & Old Age Home where we had all our meals and rest. I’d never visited an old age home before so I was quite surprised by the warm welcome we were given by the staff there and old people alike.
On the first day, we started the survey of the village by visiting houses in groups of two and filling out their information in survey forms. Then we conducted a Mashal Feri from Gavthan area all the way to Mordari while chanting various slogans and singing patriotic songs. Later a few of our fellow students performed the street play in front of the villagers for spreading awareness about taboo topics like child marriage and domestic violence. The next day we conducted a number of fun and educational activities in the local schools. To the students below 5th standard, we taught Origami, sketching and sang songs with them. We conducted Yoga practice for students from 8th to 10th and taught them about benefits of Yoga in daily life. Also a few of our fellow students provided career guidance to those students. Later that day, we interacted with few of the elders at the old age home. One grandpa there presented many shayris for us which were very deep and thought-provoking. Then he performed a few old songs with an old friend of his and we were all hanging on every word of all the songs. Then I talked to an old grandma who was in the Army and she told us stories about her
time in the service and about how Army life is amazing as there is no discrimination and everyone is treated with respect irrespective of the caste, religion, gender, sex etc. She then told us how she’d been left at the old age home by her relatives who didn’t want to take care of her. She got very emotional and told me to never leave and betray my parents. It made me cry a bit and I promised her that I’d never do it. All these elders gave us memories to last a lifetime. On the last day, me and 4 others, went to Bhairavnath Temple to make arrangements for the Valedictory Function. Around 10 am, the program started with Dr. Prasad Khandekar, Dr. Suhasini Desai, the Sarpanch of Rule Village – Ms. Tidke, Mr. Pawar as chief guests. They all expressed how they were immensely glad with the outcome of the Program. Throughout the duration of the program, our batch had enormous help from Omkar dada, who travelled with us everywhere and helped us familiarize with the village and people. Then our whole class returned to the Old Age home where all had dinner and then had a beautiful show with all the elders who had come to watch and/or perform. This program made me realize how much of a material life we city dwellers live. Though we have so many facilities and luxuries, we’re never happy or satisfied and want more. Seeing the village people, who even though don’t have any of the luxuries we do, happy and content with their conditions really put life into perspective for me. It also showed me how tough their life is. This clearly shows the two different worlds India, which lives in cities, and Bharat, which lives in villages, are. I am grateful to our college for organizing this unique program which really enlightened me with an eye-opening experience.
RURAL IMMERSION PROGRAM

Kuran

Aryan Singh Devara
Division 4
Roll No. 104064
F.Y. B.Tech
Rural Immersion Program is a unique initiative, initiated to make the students, the future generation of our nation, aware about the social, economic and hierarchical backwardness that is still existing in our nation and to determine various measures in order to effectively and efficiently remove such kind of thinking from our nation. The program presented itself as a mean by which the students could learn and have a first-hand experience about the mentality of the people belonging to such socially and economically underdeveloped regions. It gave the students an opportunity to interact with the villagers, get their thoughts and ideas about various social and even political issues and get a somewhat clear view regarding the solution of such issues from the villagers themselves. It also gave the students an opportunity to learn about the functioning and working of the NGO, Janseva, with which the Rural Immersion Program was associated with.

**THE PROGRAM**

The place decided to carry out this initiative was Kuran, Maharashtra which is about 40kms to the southwest of Pune. Rule is a small village which is divided into 3 wadis, consisting of around 354 families and having a population of about 1550.

The student departed from the college on the 27th of March, at around 0800 hours. There was great enthusiasm observed from the students and each student showed willingness to take part in the various activities which were organized for the villagers.

On reaching the village, the students were divided into groups and then were allocated wadis. From there, the students then set out to collect survey from the different houses from the wadis they were allocated. The goal of the survey was to basically find out the standard of living of the people and to find out about the various government schemes which were in action in the village and whether the schemes were beneficial or not.

In the evening, a rally was organized, the goal of which was to emphasize on women empowerment and right to education for females. The rally started at Ram Mandir and ended at the end of the village. The aim for ending it at such an abrupt place was so that it could
attract the villagers in large numbers. There the students had organized a play which was based on the above-mentioned issues.

The next day, the morning was scheduled for surveying the remaining houses. After this, we visited the two schools present in Rule. Depending upon the school i.e. nursery, primary and secondary various activities were organized. Along with activities, workshops were also organized which were based on career guidance. One of the major activity organized was "drawing competition".

*Drawing competition activity with school children*
On the last day, i.e. Thursday, the students visited the Janseva old age home. The students interacted with the elders and basically talked to them. The elders were happy to have someone to talk to, happy to see children and poured out to their heart’s content. The elders then organized a small program for the students, which included some amazing shayaris and songs, all performed by the oldies themselves.
The students got an opportunity to interact with the villagers face to face, rather than viewing such things on the internet, television and got a firsthand experience of the problems faced by the villagers, the situation of education, the state of cleanliness in the village. They got a clear idea regarding the issues and also the views of the villagers on the issues. They got to interact with children, a few years younger to them and guide them or help them to choose the right career paths. The students also got an idea of what really happens in old age homes and the bitter truth of what happens to them after leaving them in such places. The students can therefore formulate new, innovative ideas to help solve the problems faced by the villagers. The students, preparing to be future engineers, cannot get a better stage than this to show the world their unique ideas which will help the betterment of the nation.
RURAL IMMERSION PROGRAM

Rule

Halandewadi

Faculty of Engineering

First Year B. Tech.
Batch 2017-18

CO-ORDINATORS

Ms. Neelam Pandit
Prof. Samidha Jawade
Prof. S. B. Bhagwat
Prof. Yogesh Mane

Date: 14-16 March 2018

Venue: Rule village, Panshet Road, Pune

PARTICIPANTS

F.Y. B. Tech Div. 01 students (Batch A1

Objectives:

1. To develop empathy amongst students for the rural civilization in today’s world of development and progress.
2. To help the villages expand technically and contribute to the welfare of the society as an engineer.
3. To empower the villages of India for the progress of our nation from developing to developed.

Outcomes:

1. Students became aware of the various hardships faced by the villagers.
2. Students learnt about the rural way of living and their culture.
3. Students carried out surveys and came up with new ideas for the welfare of the villagers.
RIP short for Rural Immersion Program, is a great initiative taken by MIT-WPU to give the students a peak into the life of villagers and experience the problems faced by them to create a sense of duty towards them. The programme expects the students to live with the villagers for a couple of days, completely away from all the amenities of city life, and get a first-hand experience of the rural life. The students are thus able to form their own opinions and learn about the life of rural people.

‘In theory, the difference between theory and practice is small. In practice, the difference between theory and practice is large’. Thus, living in the village for three days was quite a task. However, this event opened our eyes. While we may be living in comfort and luxury, people in the villages out there can’t even suffice their own basic needs. So, in order for us to get a reality check of the actual living conditions of villagers, this event was of utmost importance.

We visited the village Rule in Velhe Taluka, near Panshet, Pune.
<table>
<thead>
<tr>
<th>Gram Panchayat :</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block / Tehsil :</td>
<td>Velhe</td>
</tr>
<tr>
<td>District :</td>
<td>Pune</td>
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<td>Pin code :</td>
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<tr>
<td>Area :</td>
<td>1035.23 hectares</td>
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<tr>
<td>Population :</td>
<td>1,550</td>
</tr>
<tr>
<td>Households :</td>
<td>354</td>
</tr>
<tr>
<td>Nearest Town :</td>
<td>Pune (38 km)</td>
</tr>
</tbody>
</table>
HALANDEWADI REPORT

Located in Rule itself, Halandewadi is a small wadi within approximation of 20-25 houses located nearby each other. We, the students of Batch A1, i.e. all the girls along with the faculty Prof. Neelam Pandit and Prof. Samidha Jawade lived here. Sunitatai was the person who welcomed all the 15 of us in her house and gave us shelter for the next 3 days. Extremely helpful and generous, she made sure we faced no difficulties during our stay there.

We left the MITWPU campus at around 9.30 am and reached the village at 11am. Allocation of the houses and reaching the place took about 2 hours which was followed by lunch. Survey of the nearby area was done by us in Halandewadi in the late afternoon.

Interaction and Sport activities with women
Our main task was to survey the people living in the village and to experience village life. To do the survey, all the students were given 4 forms. These forms were provided by Janaseva Organization. As not all the students were acquainted with Marathi language, groups of 2 students were formed. One of the two students was good in Marathi, so that student communicated with the villagers.

While most of the old generation weren’t educated, the middle aged people did have some sort of formal education. They ensured that their children weren’t deprived of this opportunity and thus all the children in the wadi went to a school in the nearby area.

With an annual income of less than 50,000, the people made their living by cultivating rice as their main and only crop. Facilities like fans, two wheelers and mattresses were available in only a few houses, cars and hand pumps in almost none. People even claimed that they hadn’t received any help via the various government policies and most of them did not have any insurance.

While survey made us realize of the conditions in which the people lived, it also provided us for an opportunity for one to one interaction with the villagers and helped build a bond with them.

Conclusion being that though the people living there are surviving, but merely. Apart from farming and then depending on the rains that year, they have no alternate source of income and are less aware of the various bank facilities, government policies.
There are many ways to enlighten people about women empowerment, right to education, etc. And one such way is ‘Mashaal Feri’. As we all were staying in a village it was our responsibility to enlighten the people about the same. We all were given responsibilities to collect materials and form our very own Mashaal, one from each Wadi respectively. Later on we all assembled at Bhairavnath Temple at around 5 pm and did the final arrangements which consisted of lighting up the Mashaal and holding the Rural Immersion Program banner upright. In total we had four Mashaals. We started the Feri around 5:30pm, giving it the initiation with a group photograph. Then we started walking from Bhairavnath temple to a nearby village called Mordhari. On our way we recited women empowerment, education related slogans at the top of our voices which was followed by us singing a patriotic song and enjoying the walk.
Some of the slogans are mentioned below-

- स्वच्छता का रखा करिए ध्यान, इससे बनेगा देश महान.
- स्वच्छ भारत, स्वस्थ भारत.
- अब हमने यह ठाना हैं, भारत स्वच्छ बनाना है.
- हम सब को बताएँगे, स्वच्छता को अपनाएँगे.
- शिक्षा है अतुल्य गहना, इसे हमेशा पहनाते रहना.
- रोटी, कपड़ा और मकान, पर शिक्षा से बनेगा देश महान.
- तुम मानो मेरा कहना, शिक्षा से कभी दूर न रहना.
- दीप से दीप जलाएँगे, देश को साक्षर बनाएँगे.
- लड़का-लड़की एक समान, शिक्षा से दोनों बनेंगे महान.

The main purpose of the Feri was to make the people aware about our presence in the village; enlighten them with their rights and to let them know about our street play. On reaching Mordhari we gathered a huge crowd. They were all pumped up and excited for our performance. We started our program with national anthem and some other patriotic songs. Even the villagers joint us. After this we started with the street play which was based upon child marriage and equal rights for girls. The play was enjoyed by both the elders and the children. After this we ended our program on a good note by singing the national song and the village children reciting their favourite songs. A vote of thanks was given by both, the villagers and our group.
Day – 01, 02, 03
Date – 14, 15 and 16 March 2018
Venue - Mordari, Halandewadi, Janaseva old age home (respectively)

“Almost all creativity involves purposeful play.” Bringing to life this quote, we the students of DIV.-1 decided to present a street play with the aim of being able to connect with the people of Rule village.

The topic chosen was “Women Empowerment”. It began with the main attention seeking songs that form the basis of street plays. The main aim of the play was to spread awareness amongst the people about the present scenario of women in our society and bringing to their knowledge everything that is wrong with the acts that are often perceived as normal or legal. It began by trying to show how women are made to compromise about every little thing in life, be it asking for mobile phones or the desire to acquire knowledge. All of this, only because they are supposed to ultimately get married and have a family.
It further showed how child marriage is still prevalent in many parts of the nation. It also tried to tell people and make them realize that women in no way are inferior to men. They have equal rights for education, marriage and to lead the kind of life they want. The society needs to be considerate about the dreams and individuality of a woman.

We are glad of the support that our teachers provided and the appreciation of the villagers both at Mordari and Halandewadi and the elderly people at the old age home.

If this act helps bring about a positive change in even a single life, we’ll reach the goal we aimed for.

Finally, as the saying goes, ‘In the wink of an eye, we are no longer the person we thought we were.’ Thus, the most important change was the one that we had within us through the entire process of bringing this beautiful act to life.
ACTIVITIES IN SCHOOL

Day – 02
Date – 15 March 2018
Venue - School - 1

Education should be provided to all, irrespective of their cast, gender, culture or economic background. Hence, we visited the schools of Rule to contribute our tiny bit in enhancing the future of these budding students.

We reached the school around 11am. The school was situated near the hill side and students from even across the lake attended it. It consisted of 8th & 9th std. and the most interesting fact about the school was that it had more number of girls as compared to boys.

The activities started with some interaction with the students for around 10 minutes. The students then gathered for the yoga session where we taught them basic yoga asanas and surya namaskar along with their health benefits.
This was followed by a lecture on carrier guidance for the 8\textsuperscript{th} std. students. The students were very much inspired by their guidance and asked many questions regarding their future.

The students were taught some origami by us, the students of MIT-WPU, which they learned very quickly and made some beautiful creations out of it. A drawing competition was organised for the students and the first prize was given to the student who made a very magnificent drawing with a slogan ‘Save Environment’. The creativity and thinking skills of the students was very impressive.

The most interesting and very important activity done just before the lunch time was the ‘Hand Wash Activity’. As the students live in village they were unaware about the important of hand wash before doing anything. Proper hand wash technique with demonstration was taught to the students and some soap was even supplied to the school for further use. The school staff supported each and every activity and were determined to bring changes regarding proper hygiene and education for the betterment of the students. The activity ended with a group photograph and the students thanked MIT-WPU for their guidance and support.
Day – 02
Date – 15 March 2018
Venue - School – 2

While some students of MITWPU went to a school with students of 8-10 std. others went to a nearby school with classes from std. 1 to std. 7.

While Yoga sessions were conducted for students of std. 6 and 7, origami and drawing was done in the rest of the classes. The children sang songs, recited poems, danced and enjoyed themselves. Their involvement in the activities, contribution and their enthusiasm was the thing which determined the success of this programme.
Everyone believes that the best thing you can give your family and world is healthy you. So as we all were staying in village it was our responsibility that we should inform the ladies of the village about proper sanitation and health. A doctor was called to address the ladies about the health issues which they face. Dr. Madhura Ashturkar told the ladies to maintain their health and hygiene and about appropriate health care during the menstrual cycle. She also told the ladies about the behaviour of teenagers during the start of the cycle and how that should be tackled. She even explained that what kind of food should be given to pregnant ladies and how their health should be maintained, about the exercise needed to be done by them and how can they be fit. She also told them about the adverse effects of smoking, beedi, tobacco. All this was done without hurting their sentiments in any way.

All the ladies were co-operative and gave her a patient ear. This program was for an hour, there was response a great response from both sides and was an eye-opener for many out there.

We would also mention about the teachers that were there with us during this whole rural immersion program who had helped us a lot. Prof. Samidha Jawade and Prof. Neelam Pandit helped a lot to organise such a program for villagers.
On the 16th of March, the students of division 1 organized a ceremony to grab the wonderful opportunity to interact with the village’s 'Sarpanch'.

The presence of Prof. Dr. Khandekar and Prof. Dr. Suhasini Desai from MITWPU along with Sarpanch of the village made the ceremony more eventful. The students stayed in four different areas of the village and one student from each group shared their experience of the 3 day rural immersion program. Along with the students, all the dignitaries present on the stage addressed the people. The Sarpanch specifically mentioned about the efforts that students took during their visit to the school and wonderful was the programs that we’re arranged by the students.
The students of the school who had attended the ceremony also shared their experiences, when they got the wonderful opportunity of having our division 1 students go to their schools and teach them, play with them, interact with them. The students were very eager to share their experiences and they displayed good stage awareness and courage that many students even from big cities don’t have.

The students of MITWPU were honoured to be able to interact with the Sarpanch, it was completely a new experience the event was held successfully as lot of thoughts and experiences were exchanged. The conclusion of the event was a farewell to the 3 day rural immersion program that brought in lot of memories.

**JANASEVA OLD AGE HOME**

**Day** – 03  
**Date** – 16 March 2018  
**Venue** - Janaseva Old Age Home  
**Time** – 11.30am-3.30pm

Before leaving the village, all the students visited the Janaseva Old Age Home. While some of the boys were already living there for the past 2 days, it was a new experience for the others.

We interacted with the elderly, who shared their own experiences with us. Immensely talented elder people even sang songs for all of us while we re-enacted our street play.

It was a heart touching experience and the perfect end to the ‘Rural Immersion Programme.’
CONCLUSION

The visit was an eye opener for all. We learnt a lot from the villagers and our 3 day stay. In today’s world of technology and progress, we seem to have forgotten our roots, about nature and the simplicity of life. There was much more learning than academic during this event.

WHAT WE AS ENGINEERS CAN DO TO IMPROVE THEIR PRESENT CONDITION

- Find better methods for waste segregation. As majorly agricultural waste is there.
- New and proper roads should be constructed because it’s their daily mode of travel.
- Water conservation can be done via rain water harvesting techniques.
- Drip irrigation methods can be introduced.
- Water treatment plant should be there because many people die due to water borne diseases.
- Agriculture engineers should find new and easy methods of composting waste and making it fertilizers.
- A seed bank should also be introduced. To preserve its genes and increase its yield and nutritional quality.
Rural immersion program is a nice initiative taken by MIT World Peace University which aims to provide a village knowledge i.e. how people live in villages, what problems they face in their daily life, difference in their and our lifestyle. It basically aims at bridging the gap between INDIA and BHARAT. It aims at bringing us in contact with our roots, the part we often go on to neglect.

We, the students of DIV 1 were supposed to go on a 3-day Rural Immersion Program to the village named Rule in Velhe tehsil of Pune district, on the 14th of March.

Initially, hesitant about the entire idea but equally excited we took the bus at 9:30 am from the college campus and reached Rule village at around 11:30 am. Further, our entire batch of students was divided into 4 groups and were to respectively stay in the 4 waadis. We went to the allotted house, were welcomed with open hearts. We had our lunch and then went on to do the survey that aims at improving the life of the people.
I was in a group of 13 students who stayed in the waadi called Halandewadi. The first was spent in interacting with the people there and trying to understand them in a better way. At around 5:15 we gathered near the Bhairav Nath Mandir from where the Mashal Ferry began with quotes about sanitation, health and equal rights for education. Within 20 mins we reached Mordari, where after gathering people we presented the street play.

Session for women: ‘Women health related issues and precautions to be taken’
Day-2 The second day was supposed to involve activities in the schools of the village. I, with a few more of my classmates went to the senior school that had classes from 7-10 std. We taught them yoga and its importance, origami, held reading competitions and also organized hand wash activity. In the evening we gathered at the allocated spot and provided the students of the village with major career guidance and answered that would probably prove useful to them in the future. Then, we interacted with the in charge of Jana Seva Foundation and exchanged views about the entire program.

Day-3 The third day began with the felicitation ceremony where our very own Khandekar Sir and Desai Madam were present to honour the Sarpanch and every single person who was involved in this program. Later, we all went to the old age home where we spent the day talking to the elderly people and also organized a small program for them. At around 3:30 pm we started off from there and reached our college campus around 5:30 pm.

Finally, all I would like to say is, this trip would always be very close to my heart. One of the most important benefits which I have had because of this program is that I came to know myself, I came to know about my leadership qualities and even problem-solving qualities. These qualities would surely help me improve my personality in my future life.

I am so glad that I was a part of this program.

Thanking you.
RURAL IMMERSION PROGRAM
Kuran
“The village is the cell of the national body and the cell-life must be healthy and developed for the national body to be healthy and developed.”

MIT-WPU, with the intent of preaching this noble idea and trying to bring about a change that would further spread like wild-fire, initiated the RURAL IMMERSION PROGRAMME with the golden scholar batch of the university.

Rural Immersion Programme is an inter-disciplinary activity aimed at exposing the students to rural realities with an emphasis on development and bridging the gap between the cities and the villages. It is a 3-day programme that helps students understand the necessities of human life. It helps them explore, understand and preach things that would help bring about a positive change in the villages and further strengthen our nation.

This report, is in due accordance with the entire series of events that took place throughout the 3-days of this programme.

We, would also like to mention the teachers who accompanied us, namely, Ma’am Neelam Pandit, Sir Chetan Patil, Sir Rupesh Bobade, Ma’am Vaishali Gaikwad and Ma’am Smita Patil.
One must be wondering, what is the compulsion of including such an activity in the academic schedule? It is to be noted that an engineer is not only a person who excels in technical knowledge that is concerned with his field but also should have a view of the issues faced by the society.

Here it is important to consider that society refers to both the people of the cities and that living in the rural areas. It is disappointing to know that the bodies that are considered with their problem solving is not much efficient.

Hence our role comes here where we use our engineering techniques to solve the problems of the villagers. We face a major issue that the resources available to them are limited therefore we either must familiarize them with modern methods or improve initial methods.
Rural Immersion Program, is a great initiative taken by MIT-WPU to give the students a peak into the life of villagers and experience the problems faced by them to create a sense of duty towards them. The program expects the students to live with the villagers for a couple of days, completely away from all the amenities of city life, and get a first-hand experience of the rural life. The students are thus able to form their own opinions on the life of rural people.

We stay with them for a certain period, rather than depending on sources of media to know about rural problems we conduct surveys and interact with the people to understand their lifestyle. As a result, in a technical view we study the problem then refer important conditions to come up with a suitable solution. For engineers such an experience is necessary because more the exposure to practical difficulties more experience he/she can gain, and the hardworking, and soft-spoken nature of the villagers also are important life lessons to the student that teach the student to be polite and happy with all the things one possesses. Thus, Rural Immersion Program completes its objective of bringing together the Rural and Urban people, to ensure fast development of the Country and gives a life experience to the students at an early age.

Hence, I would like to conclude that the main aim of this Rural Immersion Program was a platform wherein an engineer could apply his/her theoretical knowledge into practical usage. This in turn would not only help the villagers in their survival but also creates a strong foundation for our base knowledge.

At last I would like to quote-

“In theory, theory and practice are the same. In practice they are not”

Albert Einstein
It was started in 1989 by Dr. Vinod Shah. Elderly care is an old age home in village rule with total strength of about 200 people. The old age home is funded by Donation worldwide & Chairperson Dr. Shah himself.

The old age home has two building known as Desai-I for general class people rooms & Desai-II for VIP class people having 12 large & small rooms. The old age home maintenance is done by General Manager Mr. Govind Shah who lost his wife & all his money & now works for the old age home.
The old age home was started by Dr. Vinod Shah. According to the sources Dr. Shah has achieved his doctorate from America then he worked with Mother Teresa for about 5 years & 6 months & then he came to India & start his own old age home i.e. the elderly care old age home.
Dr. Vinod Shah also started a Nursing College named *Kumudeban Madanbhai Sura Nursing College* for girls from less economically stable families from the nearby village to train them for about 2 years. So that they could procure good jobs. The college fees are about Rs 5000. Nursing College also has a girl’s hostel for the accommodation of these girls which is totally free & is taken care by the sanstha. During this period, they also pursue their internship in the old age home.

### FOOD & AMENITITES

Food prepared in Desai-I mess by the appointed chefs & served to Desai-II & also Dhariwala old age home. Proper nutrition care is taken by the staff. Proper diet chart is made & is followed strictly & also no sweets are provided to diabetes patient.

For the entertainment people here are provided TV’s, books, libraries & also allowed to freely roam in campus & for the daily exercise they are given all types of household chores to indulge them in any work such as cutting vegetables, serving food, collecting leaves & preparing manure.

### MEDICATION

Regular health check-ups are done daily by doctors with 24*7 doctors present there for any emergency purpose. Also, for more serious cases the old age home also has 2 ambulances & 1 mini truck for transportation purposes. There is no such problem of power failure as the Solar Panels are there for the power source.
SOME SEVERE CASES

CASE I :-

When we reached the old age home we came to know that an old lady in Desai-I pass away a few days ago.

And when his son was contacted for cremation purposes he completely ignored by stating that he doesn’t have time due to which all the rituals were done by the sanstha itself.

CASE II :-

According to his caretaker, a person is retired military engineer who is an Alcoholic. His daughters are in London. He was left here in the old age home with no phones & contact by his daughters. Unfortunately, now he is suffering from Dementia & has lost his memory. It is also has been noticed that he abuses everyone in frustration

Major problems faced by old age home.

1. The major problem is specified by the faculty staff is that there is no one to talk with these people.
2. The children don’t try to make any contact to their respective parents.

MASHAL FERI

This is one of the main activities that took place in our Rural Immersion Program. One of our group that was assigned to conduct and execute the mashal feri did an excellent job as they found the material required for the flair simultaneously while doing the survey work. Some brought the wood sticks while others took used cloth pieces and some spirit to ignite the mashal. The cloth pieces were tied to the wood sticks and some spirit was sprinkled on it.
After ignition of the mashals we started our feri which went through the village up-to the other temple where all the villagers were to gather. We formed synchronised mobs, one behind the other with the mashal holders leading in front. This was a stunning visual to see and experience.

As we walked through the village the mashal holders stated slogans in Marathi as well as in Hindi which we all followed. The vibe that was created was unreal. The villagers saw us march in pride and I bet this experience must have left a memory in their minds.

Such type of activity is very essential. They make great impact on others and influence them to follow the right path in life which they live. To bring change in society and become self-aware. Also, to spread knowledge amongst the illiterate through such practice which helps them understand and do the rightful things.
The Mashal Feri took around 20min. to complete and was a successful activity that we performed in the Rural Immersion Program.

Thanks to MIT-WPU for an amazing experience of life which we will never forget.

Skit was the important & greatest task for rural immersion program, reason behind that was – It is a popular and effective type of communication with which you can easily convey your thoughts about recent social issues or those which haunt the people from the earlier independence.
To spread positive ideologies and messages among the villagers of Kuran, our class had decided to perform a skit as well as a street play that would touch upon social issues prevalent today. Two teams were formed and work on the theme and script began on a tight schedule.

The skit was to focus on the theme of importance of education. The team decided to showcase this message through the tale of Mr. Gaurav, a govt. school teacher who had recently been posted to a village. The students beautifully acted out scenes depicting his initial struggles to even bring students to the classroom and rejection by villagers.

One of the most emotional scenes was one of Mr. Gaurav being outright told by a father that he would not send his daughter to school since she was going to be married in the next few years, despite being just a child. The skit also showcased how education can be fun and practical by a very simple yet effective explanation of how electricity works that is sure to have enlightened the younger ones in the audience. At the climax of the skit, Mr. Gaurav helps solve a crucial problem that arises in the village and this makes the father previously mentioned realize his mistake. The skit ends with the father apologizing to Mr. Gaurav and sending his daughter to school.
The street play, on the other hand, focused on the theme of how people changed their color like water and how it is important to live together in harmony despite these different colors. Following the traditional structure of a street play, the entire act included slogans, songs and short scenes. There were three main scenes depicting various themes – the first being a conversation between a madman and water, the second showing the story of a drunkard and the third a story of a poor worker and a landlord.

- The first scene acted as an introduction to the overall theme with water telling the mad man how it changed its color according to the situation it was in and how it’s behavior was not that different from that of humans.
- The second scene expanded on this by showing a couple who have just brought a girl to this world and how disappointed the mother is that the child is not a boy. The husband who is shown defending the little girl is later shown considering selling his daughter for money under the influence of alcohol and in pursuit of more.
The third scene depicts a landlord who insults a poor man who has come to ask him for some work on his farm. Later, the landlord is bitten by a snake and it is the poor man who comes to his rescue. This change in their “social position” with the poor man becoming the landlord’s savior causes the landlord to act extremely gratuitous and offer him any work he wants.

The street play ended with a beautiful speech on how unity of these colors was our pride as a nation and the students formed a tricolor with the help of dupattas. This was followed by some patriotic songs and the national anthem. Although both teams got only about two days to prepare, both acts were successful in their attempt to convey a plethora of social messages. They were appreciated by the villagers and hopefully started a thought in their mind that would translate into a big change.

**SCHOOL ACTIVITIES**

On the second day of our visit, i.e. the 28th of March, we visited the various schools in Rule. There were three different schools, one for the secondary, one for the pre-primary section and one for the primary education section. In each school, there were various activities organized. Activities including as simple as drawing up to as complex as origami were organized.
Workshops were held to help the students decide a right career path and to help them pursue their goals.

One of the most important activities performed was "origami". Not only did the children enjoy the activities, the participants also had a fun time interacting with the students.

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**CAREER OPPORTUNITIES**

Rule village is not only economically backwards but also in terms of education. According to the survey done by us, we found out that average drop out class of students was 7th. So, they don't have enough guidance regarding the career paths to choose. And so, choosing to continue family business and not pursue any professional course any even high school.

*The problems faced by local students-*

1- The schools in the village consists education till 4th std. For higher education they travel long distance about 3 km even 36 km to pune.

2- The network strength in that area is very weak, which restricts them getting advanced knowledge.

There were a lot of interesting conversations which helped the students know the opportunities which they had after their primary and secondary educations.
Many class students told us their problems which they are facing related to carrier. We tried to clarify their doubts and give solution to their problems.

So, according to our study there is lack of quality education and skill development in this village.

Many people are having excellent skills, but they are not having any source or platform to show them. We must mainly work on this condition. We should try to build a platform for this kind of people.

**SURVEY**

We went to Rule village named Kuran for our Rural Immersion Program which is near Panshet dam. Our main task was to survey the people living in the village and to experience village life. To do the survey, all the students were given 2 forms. These forms were provided by Janaseva Organization. As not all the students were acquainted with Marathi language, groups of 2 students were formed. One who was good in Marathi, that student communicated with the villagers.
There were about 50-70 houses in that area. Surveying through these many houses was quite an experience for all of us. Most villagers, whose homes we visited, welcomed us warmly into their home despite some of the villagers who were reluctant to answer some questions regarding their age of marriage. But after those who revealed their age of marriage it was found to be less than 80% for majority of the villagers. Quite many people opened to us and told us about the various problems and hardships they face due to lack of government facilities regarding health, agriculture etc. But one of the positive thing we got from survey that each house in the village had a separate toilet and were used regularly. Some of the houses we visited didn’t even have ceiling fans. Some houses had one or more people who chewed tobacco or smoked bidis.

None of the older generation had any education. In the survey it was found that many people were married at an early age well below the given age limit. There were a few cases where some villagers were rude to some of our fellow students, but their anger and frustration is completely understandable. They were angry at the government and the system and not at our fellow students. Many villagers suffered due to huge workload of farming. Their living was fully dependent on rain. But through all of this, they still were satisfied as they were. They were content with their living conditions and happy with whatever they had unlike us city dwellers who are never satisfied with anything even after having all the luxuries villagers don’t have. The conclusion of the survey was that Rule village is fairly developed but needs more facilities like good quality roads, more educational opportunities, medical facilities, etc.
On the 16th of March, the students of division 4 organized a ceremony to grab the wonderful opportunity to interact with the village’s 'Sarpanch'. The meeting was held around 10am, in the gavthan mandir in the village. The students had arranged everything, right from setting up everything required for the meeting to calling the village members to join the meeting. The presence of Sarpanch of the village made the ceremony more eventful. The students stayed in four different areas of the village and one student from each group shared their experience of the 3-day rural immersion program. They explained how they felt living 'the village life' and how happy and helpful the people of this village, along with the students all the dignitaries present on the stage gave small speech and everyone had acknowledged the efforts of the students that they put in this 3 day rural immersion program. The Sarpanch specifically mentioned about the efforts that students took during their visit to the school and wonderful was the programs that we’re arranged by the students.
The ceremony was held in the presence of Students of nearby school, Village Sarpanch, Janseva foundation member faculty staff of MIT WPU, students of division 4, Omkar and Vkram Bhaiya who were a great help in doing all the arrangements and making the 3-day rural immersion program conduct without any problems. Then sarpanch continued the session by sharing few words of wisdom and telling us how important this program was not just for the village but also for the students, it was like a join of two different worlds coming together. The sarpanch also told us how the village aims to change soon. The students were more than honoured to be able to interact with the sarpanch, it was completely a new experience the event was held successfully as lot of thoughts and experiences were exchanged. The conclusion of the event was a farewell to the 3-day rural immersion program that brought in lot of memories. During the conclusion everyone in the audience was feeling a bit low because it was finally the time for them to leave. The students of division 4 were so delighted that such an event was conducted that they thanked MIT and Desai ma’am to conduct such a program every year. This in short was the end of the rural immersion trip to the village Kuran.
First, we would like to thank the college for helping us explore the endless possibilities that lie beneath the things that go unnoticed in our day-to-day life. This Rural Immersion Programme helped us understand the problems of the rural areas. We conducted surveys regarding their mode of livelihood and we hope the required actions/measurements would be taken in future that would help them. We, are also thankful to the teachers who took the responsibility of 56 students which is a herculean task in itself. Also, the amount of selflessness every single person involved in this program has shown is commendable.

We hope to bring about the change we have been wishing for.
RURAL IMMERSION PROGRAM
Palashi, Satara

Meera Dandekar
Division: 4
Roll No. : 104005
F. Y. B. Tech

DURATION: 20 May, 2018-22 May, 2018

Students contributing for Sustainable Development through ‘Shramadan’
Water harvesting activity
There are so many times that we hear about different problems in cities and villages but we never came across the importance of serving them.

Many celebrities are spreading awareness about difference aspects in this topic. Most well-known is the Paani Foundation, which is brought on spotlight by actor Amir Khar and his wife Kiran Rao. This time, students of MIT – World Peace University decided to pay a visit to one of these villages.

MIT- World Peace University has decided to change the future of India. It's the first college to include Peace and Spirituality in the curriculum with technical subjects. It is important to be aware of the problems that most villagers in India have to face each day. Therefore, by stepping into their world, we could help make significant changes for the betterment of the future.

On 20th May 2018, Students had to assemble in college for their three hour journey to Palashi, Satara. The air was filled with excitement and curiosity of the event. The main aim for this visit was to lean about Paani Foundation, see the progress and help out the villagers. By 3 o'clock we were on our way. The road trip was unexpectedly great as all of us were from different divisions and were meeting each other for the first time. Even though we didn't know each other, we had a great time together. We made pit stops on our way to the village since it was a long way to go. As we reached the village, we couldn't help but notice the beauty of the place. The people were there to welcome us with their warm smiles and heartfelt gestures. We never felt like outsiders.
As we got settled up, we were explained about the purpose behind Paani Foundation. There had been done a survey that when rain falls, water flows nonstop from the hill tops. Since it doesn't rain whole year round, there was a way to preserve this water. It was observed that rainwater did not percolate into the ground so a method was adopted to do so. As the water flows down the hill, a wall was built to break down the speed of water and as it descended from the hill and trenches were dug so the water could fill up in it. This could make the water percolate into the ground with ease.

On our first day there, we visited the site and understood the concept well. There was many questions which aroused in our minds. All of which were clear by the help of some villagers who were working there, answering all our questions. They answered them pleasantly.
Soon it got late and we were back to the temple for dinner. Most of us had carried dinner so we're had already started eating by 8 PM. Since a couple of students had forgotten to carry dinner, the selfless villagers offered to cook for them. When we offered to help, they declined. They shared the work amongst themselves and provided us with delicious dinner which will never be forgotten. It was great experience to live the day in a different way. We observed the villagers and adopted their lifestyle. We got a lot of time to spend with each other by night.

We had great moments as we all bonded with each other. We made new friends. It was a moment to live for. As it got late, we were offered accommodation by the villagers. They gave us everything we needed to settle. There was not one moment where we felt left out. They made us feel as though we were a part of them. As we got ready for bed, we had a little talk with them and they told us about their children and how they were engineers too. It was heartwarming to listen to their stories. They made us feel comfortable as we ended our day.
Next morning, we got up at 5:45 AM and got freshened up for the big day. We joined the rest of the students (since boys were given accommodation on the other side of the village) at the temple and assembled there. We took our seats in the bus and rode for breakfast. The breakfast was also provided by the villagers. Soon after, we left for the site. It was hot and sunny and we were waiting for the villagers to come. We soon saw a yellow bus coming our way and stop. All the villagers from the bus got out and walked up to the work area. There were men, women and children. We watched them get out of the bus and walk up to the site. We followed them there. We waited for them to tell us what the plan for today was and soon we started off.

Today they had to build a stone wall in the trenches. We had to make a human chain to transport the rocks. We took our place and started the wok. We blended in with them. It was difficult than we thought. It was certain that we couldn't do this every day. They did. It was remarkable how they did this. It was always on point. They left no room for mistakes.
As we took a break, I got a chance to talk to the children who had accompanied us. They were really beautiful. They told me about their life here and about the Paani Foundation. They talked greatly about everything. Never let me feel like I was intruding. Soon the work was over and we were offered Pav Bhaaji was our reward.

This day was a significant one. We realized that what they did was not easy at all. They did this every day since two months. We were also informed that there a competition and they get cash prizes which is used for the betterment of the project. This village was participating for the first time and we well wished for them. It was unbelievable to see how much work they had completed in such less time.
We had to leave even though we didn't get much to be a part of the village for more time. As we left, we realized that we learnt a lot from this visit. We learnt about dedication, pressure, team efforts and tons of other things. We also learnt to never underestimate anyone as they can make significant changes for our country. We also made a small donation as a token of thanks and to help the project before we left. On our way back, all we could think was how everyone was so friendly and how much efforts they had put in. They had already started making significant changes in their village.

We hope to visit soon and help to make our country a better place the way they did.
Under the Rural Immersion Program of our college MIT- World Peace University, our Division-17 went to the village of Gunjavane, 60 kilometers from our college.

It was the morning of 28\textsuperscript{th} March, 2018 when our entire class gathered at the campus main gate and from there we sat together in the bus and set off to our destination. None of us actually realized what a life changing experience it was going to be.

We reached there in the afternoon and were shown our places of staying. It was a beautiful village in the midst of mountains with greenery and scenic beauty all around. Although a village yet we had a very clean and comfortable place of dwelling. After settling our luggage, we immediately went to the primary school of the village.
At the school, we got to interact with the little students, who were equally enthusiastic to see us. There we conducted various activities for them like outdoor games, indoor activities such as recitation, drawing, origami, etc. We even gave them a little idea about the internet and email. Later we distributed chocolates and stationary among them.

One thing that we learned from them was the carefree attitude, the way we should welcome guests, and most importantly, how amazing childhood can be. Later, we headed back to our place. We had lunch, students and teachers, together. Then we were briefed about our tasks of surveying and the Mashal Pheri.

In the evening, we got divided into groups and set off for surveying in different houses of the village. Surveying enlightened us about the lifestyles of the people living there, the various problems which they face regularly, how the men in the family earned and women helped along with the household and cattle. Talking to the family members, made us realize how people actually deal with their issues in real life. Though we couldn’t promise them anything, but it hit us hard to become something in life so as to help people develop all across the country. Despite of limited sources, the villages welcomed and helped us openheartedly. After this amazing experience in, we were all set for the Mashal Pheri.
Together, we lit the torch with various posters, and marched along, citing slogans. Later, we were joined by the kids and the villagers themselves. At the end of the Pheri, we performed a skit spreading awareness about education, how we are exploited by the government and how important it is to be honest in life.

The day ended on a good note with us having dinner together and after a little gala time, we got some sleep for the next day ahead of us.
The next day was the day of ‘Shramdaan’, where we offered our ‘shram’, i.e. hard work for a good cause to the village. We found a small water source and the foot of one of the hills. We decided to create an embankment so that it could store water during the rains. After a lot of effort put together, we were able to build it large enough to store water. Then we marched up the hills, where we found a well and cleaned it.

This experienced taught us team work and unity, and also we were happy to help the villagers one way or another.

On returning back, we gathered the children of the village and distributed clothes among them. We ate together and spend some time on activities. Since our stay was short, we tried to make the best out of it as much as possible. Later in the evening we had a payer, and then we cleaned and packed our bags and were ready to go.

On our way back we couldn’t help but think of this amazing experience we had. It was the first time we ever interacted with the villagers and helped them. That feeling of satisfaction on bringing help and happiness to others was priceless. Living in the same conditions as then wasn’t easy and a very new experience for us which taught us to adapt and adjust. We, together as a class had bonded deeply, eating together, working together, and living those two days together. We had never before been so comfortable with our teachers around us. On
our return, we weren’t the same as before. We had a much more sense of understanding and responsibility. We were united and understood what co-operation meant. Kindness and gratitude, was what we inculcated. We understood what problems others faced and did the best we could to help. We made friends and were terrified to lose them.

The Rural Immersion Program gave us a bag full of good memories and carved us out as better individuals. We were now students who knew what should be done to make our country a better place. We are so thankful to our teachers and our college for this wonderful opportunity. This will surely make us a better citizen in times to come.

H.O.D. Prof. Dr. Suhasini Desai addressing the students during Valedictory Function
Rural Immersion Program

Sanket S. Yadav.
B. Tech. Electrical Engineering
Div 17
F.Y B. Tech. 2017-18

I am very glad that I can share my amazing experience which I got from Rural Immersion Program arranged by college. Our division had visited Gunjavane village.

Rural Immersion program is specially designed curriculum program to mould the personality of a student into motivating, hardworking, contributing and a charismatic individual who would contribute to the development of our nation. When we visited the village we were introduced to the rural lifestyle and economy. We communicated with the villagers and came to know about their lifestyle and living standards.

As we explored the aspects of village life and theirs occupation choices. We discovered the rural opportunities that may exist. These opportunities helped us implement technical knowledge into solutions that would help eliminate the problems of the villagers. We conducted many events in the program to increase awareness about the education. One such event was a drama based on needs of education.

I directed a play about education awareness. It was included in our plan as a part of social awareness program. The play was a great success and the villagers appreciated our efforts. This increased our social responsibilities and we connected with the people as these values are required among students for the development of the responsible citizen of Mother India. Living with the villagers helped us to understand their village culture and to imbibe their simplicity and values of life.
All in all this was the once in lifetime experience that has imbibed many values in us. The reception of the villagers was very heartwarming and living with them created a special bond. Directing the play was obviously special part of the program. It helped me to improve my leadership and team building qualities and invoked a better leader in me. The Rural Immersion Program really helped me personally and helped me become a better improved version of myself. I am really grateful to MIT-WPU for presenting opportunity to experience such an amazing time.

Mashal Pheri conducted by students of div 17
Students while performing the drama in front of villagers

Sanket Yadav: The director of drama while narrating the story
“As engineers, we are going to be in a position to change the world – not just study it.”

To entail above statement Rural Immersion Program was organized by MIT-WPU for F.Y.BTech students. All of the 20 Divisions were sent to 20 different rural areas. Students performed various activities and understood the problems faced by villagers. Discrete committees were formed by students with the help respective class teachers. The activity lasted for three days.

This activity helped students to groom their personality by working at ground zero. This three day experience not only helped students learn and explore new things but also helped them to inculcate leadership qualities and time management skills. While conducting survey, communication skills were enhanced. The routine that students followed was very analogous to that of rural people and this helped them to determine importance of discipline of work they done.

Div-19 of F.Y.BTech was appointed with katphal village near Baramati. As described by students, this three day activity was full of multiple experiences.
After three hours journey to Katphal village, students along with class teachers were received by sarpanch. Due to some problem students were not allotted with room/hall, but showing cooperation and using available resources efficiently all students managed there stay very well. After immediate rest of around 2 hours, “Mashal Pheri” was carried out by students with very appealing slogans in presence of village authorities. As part of mashal pheri, staging their cultural and artistic talent Street Play was performed two times at different locations. Which orated various issues such as “Gender equality, Farmer suicide, Drought, etc.”. After exceptional performance all students had their dinner made by host villagers.

Dynamic day started at 5:30 a.m. with “Swachata Abhiyan” carried out by students, maximum part of village was cleaned & hence the importance of cleanliness was diffused among localites.
To extend help by demonstrating their effective team work, undergraduates helped villagers in state level “water cup spardha” of drought prevention and watershed management carried out by “Paani Foundation”. Mini Dam type structure was made around one of the many agricultural lands in village. This helped students to understand and learn efforts taken by farmers to cultivate crops. This experience helped them to know the various techniques used by farmers in agriculture.

After learning many new things in morning session, team of students conducted fun activities for students of Prathamik Vidyalaya, Katphal. Drawing competition was conducted and winners were chosen from around 60 students comprising of age group 10-13 years. Young kids enjoyed & competed in sports like spoon & lemon, running race, etc. The winners were awarded by MITians. From this activity students tried to inculcate discipline and sportman spirit in young kids.

In evening all seventy students were dispersed in groups of four throughout village to take the survey of village. Students had opportunity to interact with residents of katphal village & understand the problems faced by villagers. This helped impart communication skills. Students prepared statistics with various parameters such as employment, literacy rate, etc. By accomplishing this survey students were able to analyse problem more accurately. This activity made all the students more conscious & receptive to the difficulties faced by villagers.
Valedictory function

On sunny morning of third day, closing ceremony was conducted by students of MIT-WPU in presence of all dignitaries including sarpanch of village. Some guests shared their expectations from future engineers. Marked number of students shared their experience & things they learned in village.

All students took oath to solve the problems they diagnosed & analysed while their three day stay at exquisite village nearby Baramati.
NAME: SIDDHI J. BANSORE
DIV: 2
ROLL NO.: 102004 F.Y. B.Tech
Rural Immersion Program was an excellent experience for me. It is basically a wonderful idea proposed by the college which helps the villagers as even the students in many ways. Students learn a lot of things like adjusting in a village because nowadays we have become so lethargic and lazy about everything. We need to see the broad prospective of our country, because we are the future of India and we should have an at least small idea about the magnitude of problem in our country. Even if one person gets inspired by this program, one village could be made into a city. We basically had to analyse the problems in the village and find a potential solution for them.
I had a lot of fun in gathering basic information of the family that live in the village. I am not exaggerating when I say each and every person treated me like their own daughter or sister and treated us so well. I will never forget how everyone offered tea when we enquired about their families. They did not even feel disturbed in their regular schedule. We were welcomed very generously in each and every house. They were so happy we had come to their village.
Yes we had problems but not many. Language was a barrier. Everything other than that was not a problem at all.

This program helped a lot in developing self-confidence and how to adjust with the people. Learning from this program was an enduring process. We developed leadership skills and spot decision making. We all learned how to work together for the betterment of people. This mainly taught us how to find out a problem analyse it and solve it. We all did street plays and skit that taught us how to attract the crowd or how to manage a mob. This was very new experience for us and everyone learns a lot of things from doing anything new.
We tried to create an awareness about ‘Swach Bharat Abhiyaan’ by singing songs, shouting out slogans and enacting street plays. We told them the importance of segregating wet and dry waste. We tried to teach the students to use and make paper bags. We also mingled with the villagers and try and understand their life.
The issues faced by the community are:

1. Garbage disposal
2. Education
3. Girl empowerment
4. Planning of roads
We all sang songs and shouted slogans for spreading awareness among the people about garbage disposal. We also did our street plays to gather the crowd. There were two street plays one was about women empowerment and the other was about superstitions.
This was fun because we bonded a lot during this. We learned team work and leadership skills.
ORPHANAGE
SCHOOL
Rural Immersion Program

Soumasuvra Dhar
DIV- 4
Roll No -104067
F.Y. B.Tech

People Awareness Activity on Social Issues
The Rural immersion program was the most amazing experience that I’ve had this year so far. I would really like to thank our college for providing us with this amazing opportunity. Under this Program we visited village Kuran which is in PUNE city. We gathered in morning around 8’clock. I had good breakfast, we took a group photo and began to move. After my silent journey of hours our bus reached destination, all of us were in kuran village. We there decided our future plans of the program and then we were divided into 3 groups.

The village was divided into three parts-

1- Warchi wadi(upper village)
2- Madhli wadi(middle village)
3- Khalchi wadi(lower village)

According to that our div was divided into three parts .and we stayed in the house of the villagers.

With villagers
Mashal feri- On 28/3/2018, evening we have performed mashal feri. Students with mashal in hand walked through the village with the banners on “Swachh Bharat”, Cleanliness, etc. It started from warchi wadi and ended in the khalchi wadi.

Street Play: We performed street play on 28/3/2018, evening, before Mashal Feri. The topic was unity and how people change. Which consisted a small glance at gender equality. The villagers were been invited with the sound of drum. The performers received huge clap by the villagers.
School activity-
There are 2 schools on that village. We visited those on 28/3/2018 morning. Both schools were till 4th standard. At first, we conducted a drawing competition between the students. The student who performed best, was awarded later. Then we conducted a talent show where students showed their creativity. The students become very happy when they received our appreciation on their creativity. Then we taught them origami art, they were extremely happy to learn this creativity. At last we donated books for the children, on behalf of MIT-World Peace University.

OLD AGE HOME-
Personally, it was a very heartwarming experience for me, I interacted with a few of the aged ones and I came across an old lady who told me that unlike most of them she was left here by her own son. The reason was that she was no longer capable of earning money any more. There a few like her but we all spoke with them to provide them some comfort.
Survey: The primary target assigned us by the institution was to conduct survey of the villager’s homes. The survey form included various questions like- their income, no of family members, governmental policies. The main aim of the survey was to get to know the lifestyle of the people living there. Each student had to submit 2 survey forms.
My experience- It was a memorable time that I spent in the village, I got to learn many new things and got a brief understanding of the life style of the people of the village, the kindness of the people was immense as compared to the city people. We understood some of the hardships and difficulties faced by the villagers and that many improvements have to be brought in there.

Conclusion- The message that I received by this trip was not only a practical way to improve my engineering skills but also a mind-set of the villagers who always an open heart.
“The soul of India lives in villages.” I realized the true meaning of this quote after the Rural Immersion Program. I am thankful to MIT WPU for giving me the golden opportunity to visit a local village through Rural Immersion Program. The main objective of this program is to identify the problems existing in rural parts of India today and do our best to solve them. Living with villagers, even though for a short while, enabled us to feel the essence of village life and identify with the villagers better. It also sensitized towards social issues prevented in the region, which broadens our perspective towards them.

The program lasted for 3 days from 14 March’18 to 16 March’18. We started on 14th March at 9 am and reached Rule by 11:30 am via bus. The bus journey was peaceful. We all gathered at Bhaironath mandir and we were introduced to some villagers. We were graciously allowed to stay at kind lady’s house in Halandewadi. It was a good and learning experience. We helped her in cooking food, learnt to use *chula* and it was the memory of life. Then we conducted surveys which helped us in expanding our understanding of the rural society and its culture as well as helped us understand their struggles. Every where we went, we were greeted warmly and it was a refreshing experience to meet such kind and welcoming people.
In evening the entire class gathered at Bhaironath temple to start our Mashal Ferry. We all were given responsibilities to collect materials and form our very own Mashal, one from each Wadi respectively. Then we started walking from Bhaironath temple to a nearby village called Mordhari. On our way we recited women empowerment, education related slogans at the top of our voices which was followed by us singing a patriotic song and enjoying the walk. On reaching Mordhari we gathered a huge crowd. We started our program with national anthem and some other patriotic songs. Even the villagers joint us. After this we started with the street play which was based upon child marriage and equal rights for girls. The play was enjoyed by both the elders and the children. After this we ended our program on a good note by singing the national song and the village children reciting their favourite songs. A vote of thanks was given by both, the villagers and our group. At night delicious dinner was served to us.

The next day we went to school. There we organized various activities such as drawing competition, origami and other. Some students also gave lectures on “Health and nutrition”, “self-defence”, “Carrier opportunities “and many more. Even we taught children how to wash hands and about advantages of washing hands. We distributed chocolates, gifts for the winners of competition and many more. We also taught yoga and made them aware of the advantages of it. I was elated to see their response and felt great on seeing their enthusiasm to learn something new. Unfortunately, I realized that they don’t have enough resources to attain quality education. I wish to do something to change scenario. Further MIT had invited a doctor who educated the women there about public hygiene as well as their personal hygiene. She also told them about basic nutritional requirements. After that we played kho-kho, dog in the bone and many more games with villagers. And at night we had our dinner.
The third day our class gave a vote of thanks in the presence of Dr. Suhasini Desai ma’am and Dr. Prasad Khandekar sir. Students shared their experience and teachers as well as sarpanch gave speech. At the end of the trip we went to old age home where we interacted with the residents. And we learnt a lot about them which was a great experience. We also organized a program for them where they sang songs, shayaris. It was really fun and it was the end of our programme.

Overall, I can say that the entire trip was a once in a lifetime experience and it truly change my perspective on life and its problems.
### Highlights

**Rural Immersion Program Executed in following villages**

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