

3.6.1. Extension activities in the neighborhood community in terms of impact and sensitizing students to social issues and holistic development during the last five years

Click on title of the initiative to access individual initiative document.

And click on home at the end of individual initiative document to return to main page.

Sl. No	Name of the Initiative
1.	Social Innovation
2.	Technology & Innovation for Social Transformation-TIST
3.	Rural Immersion Track
4.	Swachh Bharat Summer Internship
5.	Unnat Bharat Abhiyan

Social Innovation

A tour guide



Social Innovation
with
Human Centered Design Approach



KLE Technological
University
Creating Value
Leveraging Knowledge

Humanities &
Social Sciences

Social Innovation



To develop
Social Connectedness
in Engineering students

through

Social Awareness & Social Consciousness

Social Innovation

Social
Awareness

- To build students' capacity to use **problem solving skills** to address social issues through innovative solutions.
- To develop skills in **need identification, ideation, synthesis, and creativity**
- To transform students' mindset to reframe **Problems as Opportunities**

Social
Consciousness



Social Awareness

Social Consciousness

Critical Thinking Ability

Observation Skills

Communication Skills

Team Work

Life Long Learning

Problem Solving Ability

Social Innovation





Social Innovation



....transforming
young minds socially

Social Innovation

Course Highlights



Open Ended Course

2 Credit Course

All 1280 freshman
students

Taught by Engineering &
Humanities faculty

Class is of 35 students

80:20 assessment
pattern

More than 250 projects
in a year

More than 60 hrs of
community engagement

Students partnered in
designing the course

Rubric Based Assessment

Peer Reviews at defined
intervals

Human Centered Design
Approach

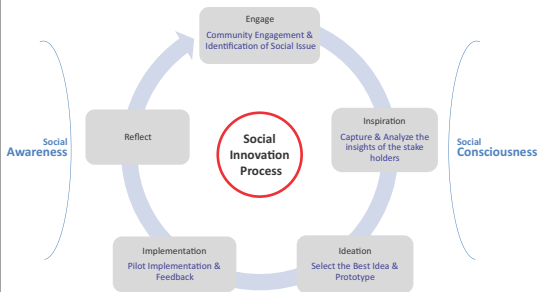
Student learning is through on-field Projects

Philosophy behind Human Centered Design Approach

- Human Centered Design is a creative approach to problem solving.
- The process starts with people we are designing for and ends with new solutions that are tailor made to suit their needs.
- When we understand the people we are trying to reach and then design from their perspective, not only we arrive at unexpected answers, we will come up with ideas that they will embrace.

Social Innovation

Social Innovation



Some Reflections



Designed innovative learning resources
for the students of Government schools



Taking students back to school



Helping street side
vendors on hygiene



Developing Science Models
for school children



Visual Education System Providing
a better way to learn things...

Some Reflections



To provide toys and learning tools to
disabled students of Manovikasa –
a school for special kids



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Enhancing the
Learnability
of Blind
Students



Opportunity for **Design**

How might we enhance
the process of learning
Braille language
efficiently and in
less time?

Multi-purpose
Braille Board

Social
Innovation
With **HCD** approach





**Technology
help for
old age
blind**



Opportunity for

Design

How might we support
the old age blind people
walk with ease?

Can we bring in
technological
intervention?

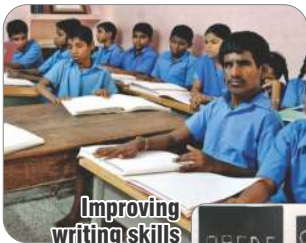
Wireless **cane**
to help blind people walk

**Social
Innovation**
With **HCD** approach





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**Improving
writing skills
for Special
kids**



Opportunity for
Design

How might we improve
the writing skills of the
special students?

Tools
Designed for making
writing easy

**Social
Innovation**
With **HCD** approach





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**Government
school teachers
are computer
illiterate.**



Opportunity for

Design

How might we provide
computer knowledge to
the teachers?

School teachers
trained on
computer basics

Social
Innovation
With HCD approach





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Say 'bye' to
tobacco
for better
health



Opportunity for

Design

How might we create
awareness on the ill
effects of
Tobacco
addiction
in rural
India?

Education
through
Street Play...

Social
Innovation
With HCD approach





**Increase
in dropouts
from Government
school leading
to Child Labor.**



Opportunities for **Design**

- How might we create interest in students regarding the importance of Education?
- How might we create awareness amongst the parents regarding the importance of education for their wards?

Students taken
back to school

**Social
Innovation**
With **HCD** approach





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**Women and
Self-employment**



Opportunity for

Design

How might we create an
awareness on skill
development for
women?

Skill-sets induced
by the Resource person
from RUDSET

**Social
Innovation**
With **HCD** approach





Scribers for Blind Students



Opportunity for

Design

How might we create a
platform to help blind
students get
scribers?

Website connecting **scribers**
with Blind students

Social
Innovation
With HCD approach





**Recreational
activities
in Primary
School.**



Opportunity for
Design

How might we create and
design recreational
activities for primary
school kids?

Learning sessions for teachers on
Innovative Teaching Tools and Models

**Social
Innovation**
With **HCD** approach





**Healthy pregnancy
and healthy delivery
of the babies.**



Opportunity for
Design

How might we
educate the women
on the new
government
schemes on
pregnancy?

Enrollment of pregnant women
for **new schemes.**

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Innovation**
With **HCD** approach





**Soil Testing –
a backlog for
rural farmers**



Opportunity for
Design

How might we ready an
Arduino based device
which detects the
amount of nutrients
present in the soil?

Designed a **Arduino**
based device

**Social
Innovation**
With **HCD** approach





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**Teaching
challenges for
Exceptional
children**



Opportunity for

Design

How might we design
models and tools for
blind students?

Designed

Teaching Tools & Models

**Social
Innovation**
With **HCD** approach





**How to detect
field's moisture
content?**



Opportunity for
Design

How might we detect
the moisture content in
the soil of the field
for the better yield?

Automated device designed
to **detect moisture content**

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Innovation**
With **HCD** approach





**No Medical
history of
rural patients
for diagnosis**



Opportunity for **Design**

How might we create an app which gives the complete record of the patient?

A Smart phone Application is designed and developed which serves as a health directory

**Social
Innovation**
With **HCD** approach





**Love &
Affection
for old age**



Opportunity for

Design

How might we make
people from old-age
home happy?

Orphans from Orphanage
visit Old-age home every Sunday

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Innovation**
With **HCD** approach





**Unclean drinking
water leading
to various
health issues**



Opportunity for

Design

How might we provide
simple methods and
make the water
drinkable?

Tap mounted **Filters**

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Innovation**
With **HCD** approach





**Conventional way
of cooking
in rural India
leading to
health hazards**



Opportunity for

Design

How might we reduce
the pollutants in the
smoke?

...Furnacious

Social
Innovation
With HCD approach





**Improper
management of
garbage bins.**



Opportunity for

Design

How might we bring the technological intervention in proper management of garbage bins?

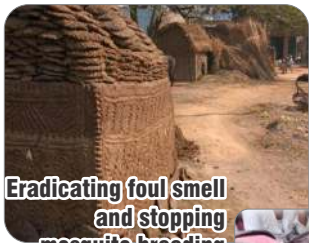
Automated level Indicator kit
using sensors.

Social
Innovation
With HCD approach





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**Eradicating foul smell
and stopping
mosquito breeding
over the cow dung
stack**



Opportunity for

Design

How might we eradicate
the foul smell and stop the
breeding of mosquito
over the cow dung
stack?

Learning through demonstration

Social
Innovation
With HCD approach





**Save a life
with first aid
support**



Opportunity for

Design

How might we create an awareness amongst people on first aid?

App giving information
on first-aid

**Social
Innovation**
With HCD approach





**Wear Helmets,
ride safely !**



Opportunity for

Design

How might we design a system which makes a rider wear a helmet whenever riding by default?

Bikes with
Automated Censor

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Innovation**
With **HCD** approach





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**Biological
waste
disposal**



Opportunity for

Design

How might we design a
disposal unit for multiple
functions?

Multi-functional
dustbin

Social
Innovation
With HCD approach





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Opportunity for
Design

How might we convince
authorities in adopting
stray-cattle?



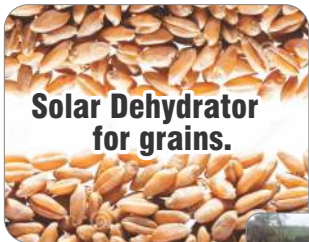
Stay for stray- cattle
in ISKCON gowshala.

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With **HCD** approach





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**Solar Dehydrator
for grains.**

Opportunity for

Design

How might we help the farmers in dehydrating grains at a faster pace?



Solar dehydrator designed

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Innovation**
With **HCD** approach





Hydroponics



Opportunity for

Design

How might we
demonstrate a
technique called
hydroponics?

Demonstration on **Hydroponics**

Social
Innovation
With **HCD** approach





"This course exposed us to the **pathetic** and **alarming** realities of the lives of the people. It prepared us to see **problems as opportunities**. It **sensitized us socially**".

Aishwarya



"This course gave us an **opportunity** to step into the shoes of the **sufferers**. It induced into us the **problem solving** skill which helped us to give a **feasible** and a **sustainable solution**".

Kunal

A Rebuttal on Social Innovation

**Social
Innovation**
With **HCD** approach





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Ultimate Purpose:

“To Make the World a Better Place to Live in”



Engineers can paint,
An ideal society on the world canvas !!!

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Innovation
With HCD approach





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& Student mentors

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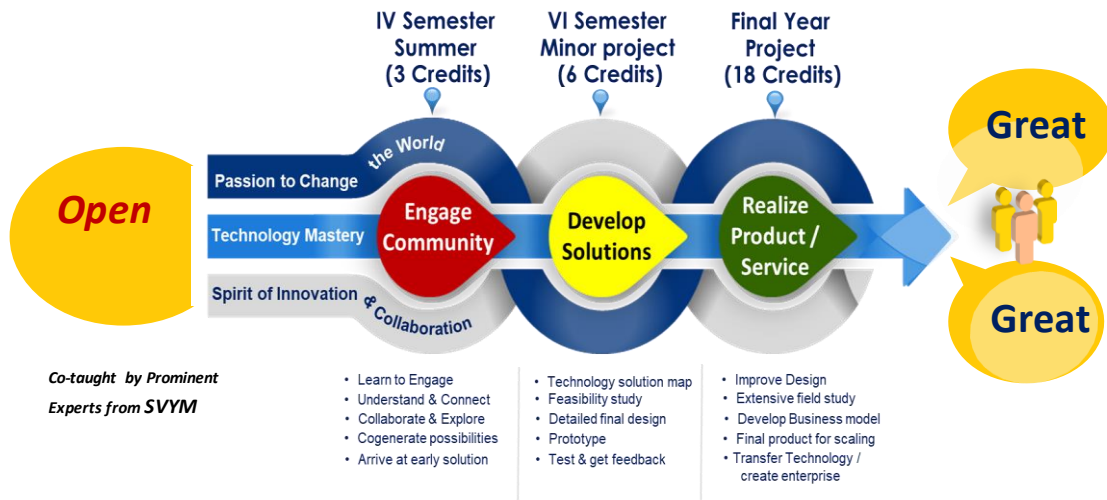
Service-Learning Track @ KLE Tech

Technology & Innovation for Social Transformation

A Brief Report

Technology & Innovation for Social Transformation, learning track designed with a vision to be a pioneer to evolve and practice a strong Service-Learning curriculum thread in engineering curriculum that creates an immersive learning experience for students and lasting positive impact on society using their engineering knowledge and emerges as a model for India

Swamy Vivekananda Youth Movement, Mysore has been the collaborating partner in delivering the course.



The Track has three phases:

- Desirability
- Technical Feasibility
- Business viability

Total of 27 students from different engineering discipline opted this track. Their selection has been on the basis the passion shown towards society in their statements of purpose.

The first phase was delivered by the eminent resource persons from SVYM which included 27class room sessions and 15 field visits.

At the beginning of the course the students were grouped into four teams and a community was allocated to each team. These teams visited their community twice in a week at the beginning of the course later on the contact hours increased. In a systematic manner they collected population data of the village through PRA (participator Rural Appreciator) to know more about their life style. PRA includes many tools like problem tree, transect walk, participatory mapping, resource mapping, Venn diagram, seasonal calendar, daily activity clock, community workshop. PRA activity helped in understanding the complete scenario of the community. The process guided students to identify community needs or issues

At the end of this phase the student teams are ready with the list of co-generated problems of the community they have studied. The assessment was based on the uniquely designed rubrics.







Rural Immersion:

JULY 17

**KLE Tech- School of Management Studies and
Research(SMSR)**

Authored by: SMSR Team

School of Management Studies and Research

Prelude:

Management education is not only a blend of science and art, dynamic as well. The tomorrow's leaders are expected to make decisions in a complex and sensitive environment. The theories and realities are different and sometimes might work in adverse. Today most of the academic programs teach theories and will be shock when students enter the industry. It is expected to prepare students to take on baton to move forward in business and life. It is utmost necessary to expose students to various real time scenarios. One such important exposure is societal connect in particular rural India.

Everyone is aware that the more than 60% population lives rural area and are the potential drivers of business and economy of the country. It is necessary to know the social, economic, political, cultural environment of rural community in order to succeed and make best use of opportunities.

In MBA program, Rural Immersion an experiential learning initiative is essential and can be a differentiator as well. In an affiliated system, it is better to initiate such experience as a value-added certification program. This can be a choice based or compulsory program with minimum 100 man-hours of work content.

School of Management Studies and Research (SMSR) has been successfully implemented Rural Immersion in MBA program. It has yielded excellent results and able to attain the program outcomes (OBE). SMSR's Rural Immersion is evolving as a spiral model. Every year there will changes in the process leading to students learning.

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“The future of India lies in its villages”- Mahatma Gandhi

Objectives:

- To sensitize students to rural India
- To create differentiator to MBA program
- To bring attitudinal change in the students
- To contribute to regional development and community service
- To encourage faculty members / students to for research

Expected Outcomes:

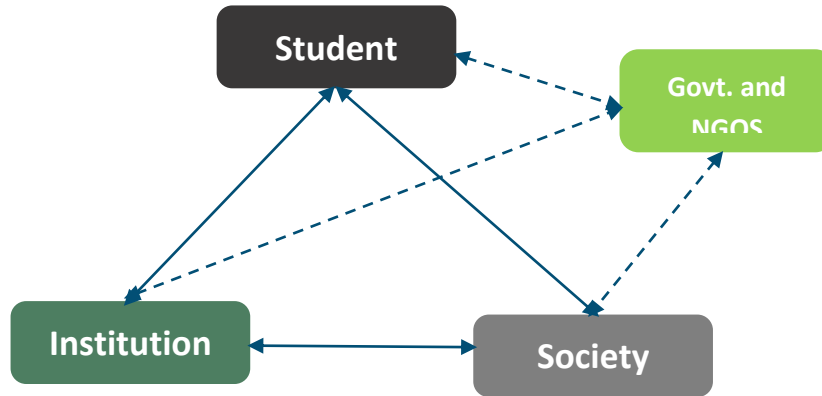
- At the end of the program, students will be able to:
 - Explain the profile of the village under consideration
 - Analyze the socio-economic scenario of the village through primary and secondary data
 - Apply the knowledge of management to solve issues with simple solutions
 - Develop business models
 - Explore entrepreneurial opportunities
 - Lead to Lifelong learning

The RI Framework:

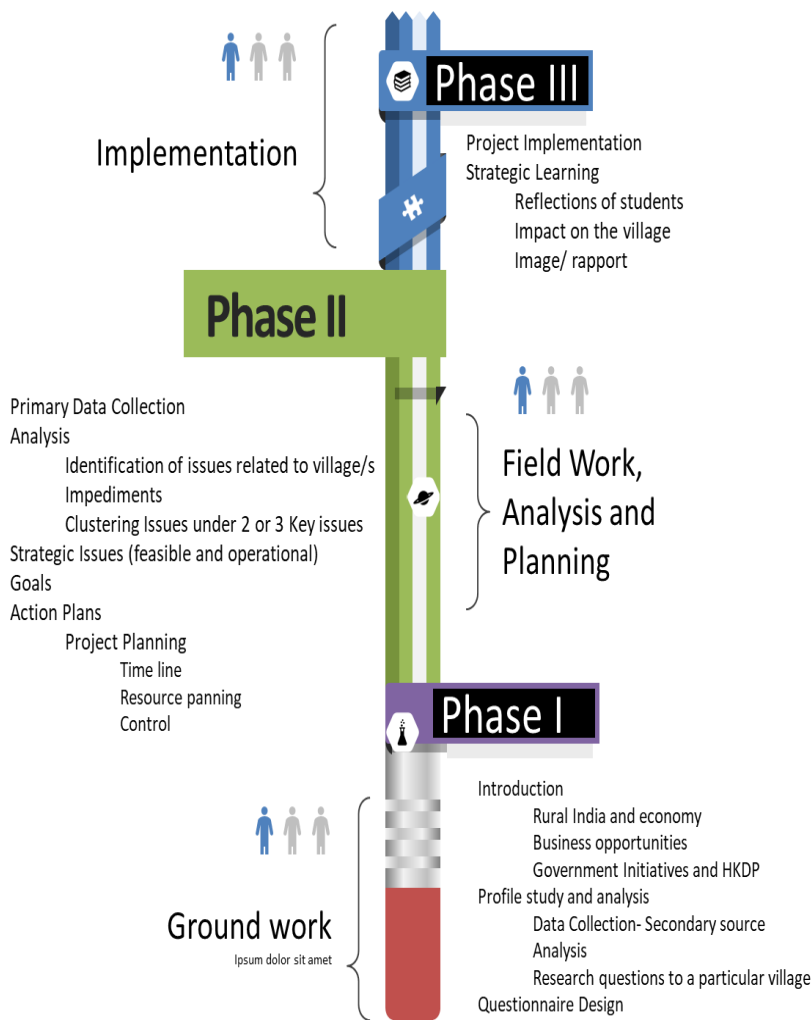
The basic intent of RI is to connect student, Institution and society, bring gainful experience and impact all. Students' learning and change in attitude and behavior in focus, institute creates an opportunity to develop skills and knowledge leading to lifelong learning and impact rural community. This is an opportunity to students to gain research experience and improve report writing skills. Further it develops communication, teamwork and organizing capabilities. RI experience can motivate students to explore entrepreneurial avenues including social entrepreneurship. The outcome of effort can become a resource to government and non-government (profit and non-profit) agencies to work with rural community for mutual benefits.

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Student



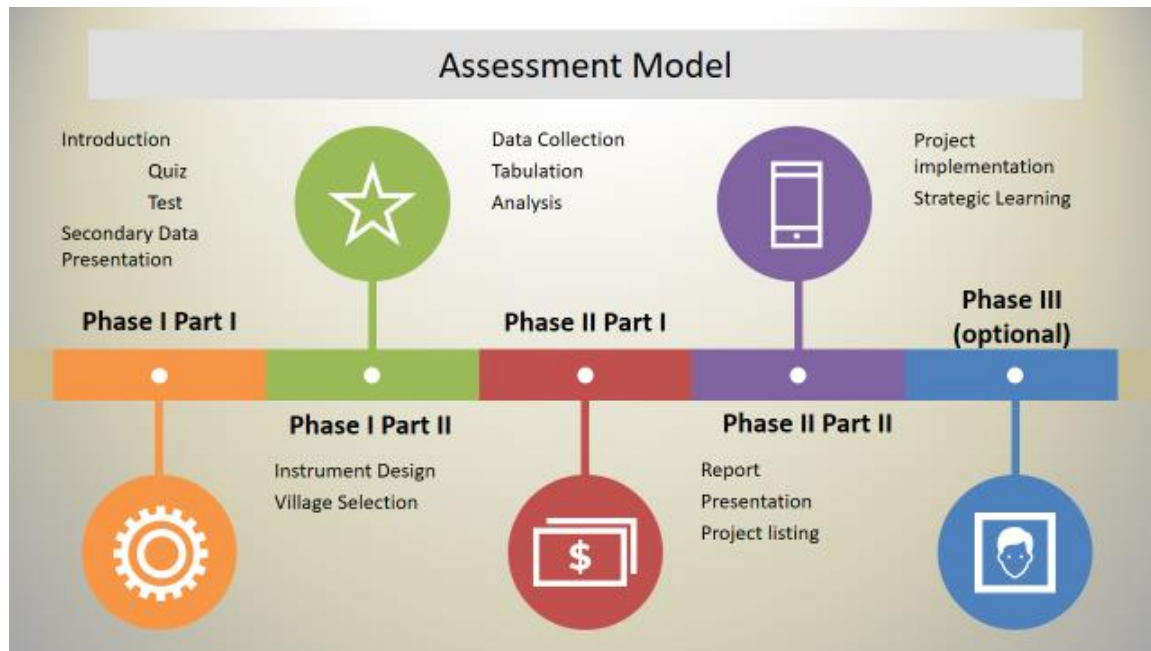
Program Outline:



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Assessment

It is proposed to assess the performance of the students on a continuous basis. In each phase there will be two parts of assessment using appropriate tools shown in Assessment Model below. The cumulative score will be considered to certification. Only successful (min. 40%) students will be eligible to get certificate.



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Rural Immersion Program-Details

School of Management Studies and Research, KLE Technological University (Hubballi Karnataka) has proactively introduced Rural Immersion Track as a part of the curricula (with 4 credits and more than 100 man-hours of work content) in MBA program to enable students to understand and adapt rural environment. The immersion has been offered in four terms out of the six with the objective to:

Term 2:

- i. analyze the structure of Indian society
- ii. apply the act of active citizenship
- iii. identify entrepreneurial opportunity

Term 3:

- i. social development and business prospects
- ii. identify area of improvement
- iii. connect to theoretical concept
- iv. solution to an area of improvement
- v. recommendations and implementation plan

Term : 4

- i. plan for the areas of the improvements in terms of projects
- ii. implementation of the project
- iii. evaluate the effectiveness of the projects

Term 5:

- i. measure the present status of problems identified
- ii. identify scope for further study /intervention in chosen area
- iii. organize reflections on rural immersion

Introduction:

First three years the program was focused on survey and analysis of Social, Economic, Political, Technological and Cultural profile of the three villages i.e., "Yaragoppa, B.N.Jalihah, Bachangudda of Badami, Bagalkot district. Since last two years, we have informally adopted the village Budershinghi of Hubballi Taluk, Dharwad district of Karnataka for students learning and development of village. The three key areas for village development were identified on the basis of the survey. They are Education, Empowerment and Civic awareness. Students in three groups work on these verticals for 5 years. Students create projects which are suitable, feasible and sustainable through brain storming among students, faculty members and villagers. In the recent years that is 2018 onwards informally a village Budershinghi and Katnur have been adopted. Various activities as below are carried out by

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the students with the involvement of other stake holders like Government, Society, Companies and the NGOs. Some glimpses of the activities carried out are as below:

Key area I- Education: Budarsinghi has government primary school (1st to 6th) with student's approx 120 in numbers and has minimum required facilities. The village education index is 0.55 (Source: Primary data). Dropout rate is high which has indirectly affected the economy of the village. The teachers are from varied educational background failing to meet required competency to teach Science, Mathematics and English. The minimum facilities are available on library, laboratory and computing facilities for student's usage. Hence under this key area MBA students are constantly evolving and implementing projects to fill gaps. The projects and their details are listed below:

Sl No.	Sub projects	Duration	Status	Outcome
1.	Teaching basics of Science, Mathematics and English to 5 th & 6 th Standard students.	2016-18 batch completed (Feb to Nov, 2017) 2017-19 batch initiated (Jan to June, 2018)	i) Completed the task for the year 2017. ii) Initiated the task for 2018	2017 batch Students were well performed in their exams and admitted for higher education.
2.	Proper setup of laboratory and library facilities		Task was completed within a stipulated duration.	Usage of library and laboratory had increased.
3.	Implementation of Smart class		In progress	Awareness about new teaching aids
4.	Computer education	2017-19 batch initiated (Feb to Nov, 2017) 2017-19 batch continuing (Jan to June, 2018)	Planning in progress	This helps to fulfill the basic need of present situation in all aspects.
5.	"Ekalavya" a summer camp	2016-18 batch initiated and completed (Feb to Nov, 2017) 2017-19 batch initiated and completed (Jan to June, 2018)	Completed task for the year 2017	Extra co-curricular activities were conducted to make students physically and mentally strong and 120 students were participated in summer camp.

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Sl No.	Sub projects	Duration	Status	Outcome
6.	Awareness on different sports and their benefits	2016-18 batch initiated and completed (Feb to Nov, 2017)	Implemented	The training helped to students know about the benefits of different sports in their career.
7.	Sports day (Lakshya)		Implemented	Invited different schools to participate in Sports Day (Lakshya) and made Budarsinghi school students to compete with other school students. This event made students feel the urban life.
8.	“Tare Zameen Par” digital mobile planetarium		Completed	Dome based learning happens through portable planetarium and this model helps students to engage, amaze, and inspire as it makes the feel of space adventure.
9.	Linking farmers with APMC's	2017-19 batch initiated (Jan to June, 2018)	Organized the data and pilot is under process	To keep farmers updated about APMC market conditions

Key area II-Civic Awareness: Schools is the most important for the transmission of cultural knowledge and development of attitudes towards one's own and civil society. Historically, school and family have been used to promote dominant values, beliefs and ways of life. In this way, education for civil society and human rights should be thought continuously through school life and not only through specific curriculum. The purpose this project is to give awareness towards civic education to Budarsinghi students (1st to 6th standard) and local community. The projects and their details are listed below:

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Sl No.	Sub projects	Duration	Status	Outcome
1.	Health awareness camp (Eye, Dental and Medical) in association with Karnataka Medical College, Hubballi, M M Joshi Eye Institute and Suchirayu Hospital, HIV Awareness camp	2016-18 batch initiated and completed (Feb to Nov, 2017) 2017-19 batch initiated and completed (Jan to June, 2018)	Completed	163 residents participated and two members got cataract surgery at subsidized cost
2.	Tree plantation	2016-18 batch completed (Feb to Nov, 2017) 2017-19 batch initiated (Jan to June, 2018)	Completed and in monitoring phase	To make the individual and society to aware about environment 200 saplings were planted in various parts of village
3.	Soil health card and organic farming in association with	2016-18 batch completed (Feb to Nov, 2017) 2017-19 batch initiated (Jan to June, 2018)	In progress	Awareness about soil testing and which crop can be grown in a particular soil.
4.	Animal health check up camp in	2016-18 batch completed (Feb to Nov, 2017)	Completed	36 animals got the attention by the experts
5.	Two days Active Citizenship workshop in association with CMCA, Hubballi		Completed	Students got know about their rights and responsibilities
6.	Children's Grama Sabhas in association GoK & CMCA, Hubballi		Completed	Awareness about Children's Grama Sabhas and these Grama Sabhas helps to resolve the children's issues
7.	Workshop on sanitation, health and hygiene		Completed	Awareness about the importance of sanitation, health and hygiene in life.

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Sl No.	Sub projects	Duration	Status	Outcome
8.	Women health and hygiene in association with Suchirayu Hospital		Completed	More than 100 women participated and were benefited

Key area III- Empowerment: Swami Vivekananda, quoted that, “There is no chance for the welfare of the world unless the condition of women is improved”. In this context we are concentrating about women empowerment. The main purpose of this project to reduce the poverty, increase economic condition, and reduce the gender inequalities. The projects and their details are listed below:

Sl No.	Sub projects	Duration	Status	Outcome
1.	Encouraging women to be an entrepreneur	2016-18 batch initiated and completed (Feb to Nov, 2017) 2017-19 batch initiated (Jan to June, 2018)	i)Completed one cycle from 2016 to 2017 ii) Initiated the task for 2018	Women go to know their potential skills and started roti making business.
2.	Skill enhancement		i)Completed one cycle from 2016 to 2017 ii) Initiated the task for 2018	Identifying the hidden talents and experience their potential skill in applicable fields.
3.	Career guidance		In process	Career guidance helped 5 women to fetch a job in local companies.
4.	Guest talk by resource person from SKDRDP, Dharwad	2016-18 batch initiated and completed (Feb to Nov, 2017)	Completed	More than 35 women attended and were benefited
5.	Workshop on banking awareness	2017-19 batch initiated and completed (Jan to June, 2018)	In progress	Knowledge about banking transactions, how to apply for loan, information on subsidies and how to open an account.

All these projects are being implemented with the local industry/ NGO and few government departments support. To further strengthening and accelerating the development project. The

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ideology of the overall Rural Immersion is to make students expose to Bharat and understand the rural area. During the process, even the society should be benefited.



Department of Humanities and Social Sciences

Swachh Bharat Summer Internship- 2018 at KLE Technological University

Following the Prime Minister's clarion call on 2nd October 2014 for each individual to devote 100 hours to Swachhata through the year, the Ministry of Drinking Water and Sanitation in association with the Ministry of Human Resource Development and Ministry of Youth affairs and sports has launched the 'Swachh Bharat Summer Internship'. The program aims to engage youth across the country, develop their skill and orientation for sanitation related work and make Swachh Bharat Mission a Jan Andolan.

As per the guidelines of the programme, KLE Technological University took initiative in helping develop 'Ingalhalli' village –located in taluk Hubli of Dharwad district, Karnataka with a total population of 10,000.

The journey began by initiating our first visit to the village on 30th May, 2018 with a huge participation of 148 students, 8 supervisors and Nodal officer. The people in the village were welcoming and our students were able to observe and collect the initial data required for the study. The students concentrated mainly on collecting the demographic information like the number of houses, families, literacy rate and so on.

The visit was summarized by understanding the following; the village is divided into 4 wards for administrative purposes which consists of 13 Gram panchayat members. The village is equipped with 5- Anganwadikendras followed by 3 schools (2 primary & 1 high school). It also has a primary health centre and a Veterinary hospital and for financial assistance, MalaprabhaGrammen bank operates in the village. Majority of the villagers depend on agriculture for their livelihood.

Observations made during the first visit:

- **Cleanliness:**
 1. Villagers are dependent on lake water for drinking purposes which is HARD and unclean in nature
 2. Basic hygiene
 3. Environmental hygiene- domestic waste is dumped either in front of their houses or the backyard.
 4. Animal dung is dumped either in front of their houses or the backyard.
 5. Broken underground chambers

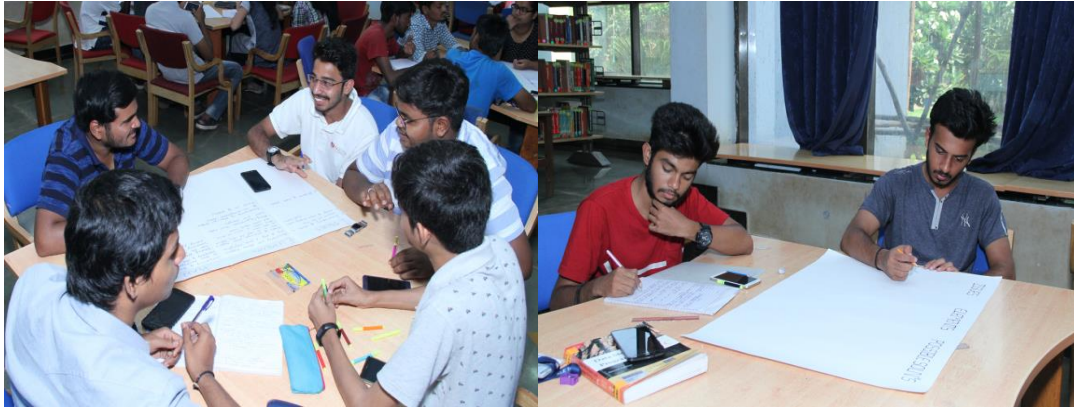
6. Open defecation at roads & outskirts
 7. Women don't use sanitary napkins provided by government.
- **Education:**
 1. Low quality of education
 2. Children need to travel to urban areas for quality education
 3. No proper student teacher ratio
 4. No practical training
 - **Electricity:** improper power supply
 - **Infrastructure:**
 1. Mud roads
 2. No concrete roads for internal area of the village
 3. Only 20% of the houses have toilets built-in
 4. No separate toilets for boys and girls in schools



Based on the observations made the students were asked to prepare a presentation which turned out to be an eye opener for the students to select few areas wherein they can work on. As a result of which a brain storming session was planned for the students.

BRAIN STORMING SESSION :

The session was held on 5th June, 2018 to discuss and validate on the issues the students need to work on.



Further based on the discussions made during the brain storming and presentations made by the students, the project was planned on 4 areas i.e.,

1. Women health and sanitation
2. Waste disposal
3. Waste management
4. Open defecation

Women health and Sanitation:

One of the major areas to be studied and developed in the village was women health and hygiene. The following events were organized by the students to create awareness and educate the women in the village;

1. Team Arun Kumar:

The team with the help of ASHA workers (experts) could gather the women of Ingalhalli to

Karisiddeshwar temple where the experts talk was conducted. Where Dr. Sangeetha RamalingappaAntartani addressed the women and the adolescent girls about pre and post menstrual cycle. The doctor even spoke about the pros of using sanitary napkin and cons of using cloth. The care that should be taken during pregnancy, and precautions about the diseases that can occur in the body.

In this session they could see the women, adolescent girls , Panchayat members , Asha

works, volunteers of village with due interest were involved in this expert talk session. They could see that women and adolescent girls could comfortably and easily talk and ask

their doubts regarding their hygiene to the doctor.



After the enlightenment session given by Dr. Sangeetha RamalingappaAntartani, people were more convinced about usage of napkins and their disposals. As the cost of the napkins was an

intrinsic reason behind the less usage of napkins, they came up with an idea to distribute samples of sanitary napkins to every woman in individual houses.

With the support of KLE Technological University and they prepared the packets of 3 to 5

napkins and distributed them among the villagers. After this event they could see an augmented change among the women towards the usage of napkins.



For women who could not attend the expert talk were shown videos by going visiting them door to door and educate them about their health and hygiene.



Wall Painting:

Picture is a much effective way to convey a message than spoken words.

The places where they could depict their ideas through wall painting were Bus Stand, Gram

Panchayat, Hospitals and Schools, as they were the most visited places. The team opted for schools, as this place was visited by the students who could easily grasp the message and

Spread this message to others.



2. Team Tanmay M

Visit to Government Hospital:

To know the health status of women of Ingalahalli, the kind of problems they encounter, their way of living and level of hygiene, problems related to menstrual health and the further complicates that occur due to unclean usage aids.

To learn if there are any schemes in action to provide sanitary napkins at low or free of cost. To which they found that provision of SUCHI sanitary napkins was the only mark for the adolescent girls to use sanitary napkins (as it was distributed in schools for free). But for other menstruating population the costly branded sanitary napkin was the only way out which they find expensive (67% of women as per our survey felt this).

Dr. VijaylaxmiSoppin, the head doctor in the hospital spared her time for the purpose. she recommended and shared valuable insights.

Door to door awareness:

The team went from house to house, explaining them various hygiene practices in general and as well as specifically for menstruation.They focused on discussing the menstrual cup. They told about all the features, its functioning, durability discharging the collected blood washing and sanitizing, with the help of videos.

Videos and picturization made it easier for them to understand menstrual cups. They found this concept interesting and wanted to give it a try. Their excitement was reflected in their curiosity to know where buy it from.

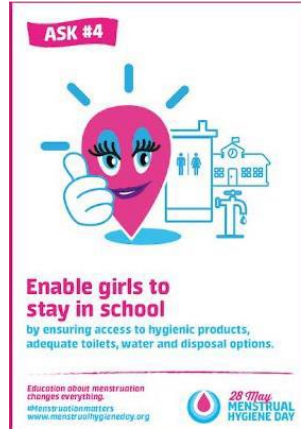


Doctor session and distribution of sanitary napkins:



Awareness through posters:

The team recreated some posters from English to Kannada so that the understanding becomes easier. They pasted the posters across all schools, Anganwaadis and hospital so as to spread the awareness.





Awareness programmes for adolescent girls in the schools:
 The team created awareness with the help of videos, conducting competitions and encouraging them by giving them prizes, making their day informative, interactive, engaging, non-monotonous, educative, thrilling and fun filled.





Movie Screening:

This event was intended to sensitize men regarding menstrual issues. Men were clueless about this crucial biological process and its implications of it on women physically, mentally and emotionally while conducting door to door awareness, they emphasized on the usage of sanitary napkin amongst all age group (not just adolescent school-college going girl who were provided with such sanitary napkins for free). They tried to enquire why such a low percentage of women used napkins. Women were hesitant to ask for money from the working members of the family as they could not justify the need. They never spoke to their husband father brother about it. Men have always been excluded from the discussion revolving menstruation since time immemorial. From generation to generation this has remained concealed and very private event hence inviting many problems in the society.



Solar Incinerator:

The team designed an incinerator for proper disposal of the used sanitary napkins where they took inspiration from a basic model of incinerator which burns and turns them to ashes which can be used as fertilizer. The one they designed is a solar incinerator which is sustainable and reliable for a village environment. Here they use a simple thing to concentrate the solar rays at a point to increase the temperature. Due to which the sanitary napkins burn and gets converted into ashes.



Wall painting:



3. Team Sunil Singoti:

Awareness sessions by the doctor:

As a first step of implementation we planned to bring experts to the village as they only can

make people to understand the problems and solutions of women health.

The team approached experts of this field at SDM collage of medical sciences Dharwad. At SDM medical collage Dharwad Dr. Satyashankar(MBBS MD) helped the team in educating the people in the village. The team invited all the women individually of our ward for the expert session. On 8th of July 2018 we arranged a session to educate village women where

DrDeepti(MBBS MD) and **Dr Ashwini (MBBS MD)** selflessly educated the women and children who gathered there. Nearly 160 women took the opportunity to be a part of it and made session successful.

Video Screening:



Wall painting:



4. Team AishwaryaSomeshwar:

Visit to Gynecologist and village doctor:

So the team decided to meet the experts to ask them about advantages of sanitary napkins, proper disposal methods, diseases caused due to unhygienic feminine practices. The experts even provided extra information regarding woman's health.

Door to door awareness:

Brief description: The team created a chart which consist pictures of phases of menstrual cycle i.e. menstrual phase (from day 1to5), follicular phase (from day1to13), ovulation phase (day14), lutealphase(from day 15to28). With the sufficient and proper preparation the team visited each home and educated them

about who and why menarche and menopause happens, its importance and type of absorbent to be used with reason, its disposal timing and disposal method.

Methodology: The team explained the yoga that can be done to reduce the pain during menstruation. The team even explained about menstrual cups, tampons, sanitary pads and its disposal methods. Explanation regarding side effects of using cloth or soil and any other unhygienic feminine practices was given.

Video screening for women and adolescent girls was organized by the team.

Activities conducted for adolescent girls:

Conducted fun activities for the girls to know what and how much students learn from watching video.

Awareness through Skit:

Brief description: Skit tickets were distributed prior to the skit day. The team put much effort to create an effective story to change the mind set of people. The team performed skit on 14/07/2018 at 3:30pm at Karisiddheshwar mutt, Ingalhalli. The skit story was created such that it included importance of health, approximate age of menarche and menopause, difference between mental and physical condition of girl using cloth and girl using sanitary napkins, gynecologist explaining about changes happening in women body, proper usage of cloth and importance of sanitary pad over cloth, new government schemes introduced by Indian Government, etc. The skit was performed well and this was the event that changed the mind set of people by large percentage.

Advertisement and distribution of SUVIDHA napkins:

Informed the village people about suvidha napkins which is newly launched on 28th may, 2018 by Bureau of Pharma PSUs of India. It is biodegradable and affordable. The team even asked the village pharmacy shopkeeper to make sure the suvidha napkins are made available for the people. 120 suvidha napkins were purchased from janaushadi stores at Kundgol. After the skit, the team distributed it to the audience with the help of the tickets distributed for the count.



Waste Disposal, Waste Management and Open Defecation:

1. Team Rahul Sasanur:

Spreading the awareness of the adverse effects of existing waste disposal methods & proposing the idea of producing vermicompost from kitchen and cattle waste.

The team came to an understanding from the survey done that the people of the

village were well aware of the waste segregation techniques; But, they were not aware of the proper 'Waste Disposal' methods. Hence, they planned for door to door awareness and explained about the proper 'Plastic Disposal' and "The Harmful Effects of Burning Plastic. The team prepared a booklet about Vermicompost, referring to a book given by a professor of Agriculture University Dharwad. Copies of the booklet were distributed door to door. The booklet is in the local language, Kannada. The team gave them awareness about the concept of Vermicompost using household and animal waste with the help of videos. This was implemented as the part of their project. The team also conducted an awareness program on plastic waste management, its harmful effects on burning, how to store and re-use it. they even spoke about production of vermicompost using household organic waste. The team visited about **60 homes** with brochure containing information about the Waste Management, Waste Disposal and also used the aid of visual videos for better understanding of the concept to the inhabitants.



The front page of the booklet:



SWACHH BHARAT SUMMER INTERNSHIP



*ಅಡುಗೆ ಮನೆ ತ್ಯಾಜ್ಯ ಮತ್ತು ಪಾಣಿ
ಸಗಣೆಯಿಂದ ಎರೆಹುಳು ಗೊಬ್ಬರ ಉತ್ಪಾದನೆ*

2. Team Sheyas Joshi:

Door to door awareness:

The team came to an understanding after the initial survey that all houses have toilets built in their house under the Swachh Bharat Mission. But all the family members don't use the toilets, only woman and children were using the toilets in house but the men in the house preferred to go in fields. The reason, which they mentioned for open defecation was lack of water and also the practice which has come from long time. They even had an impression that if every member uses the toilet in the house then the pit of the toilet that is built might be filled soon which is false belief.

As a part of the project the team created awareness among the people and also enlightened the people regarding the the false belief. they have designed a toilet model using sheet metal and demonstrated the model to the people by going to schools, near by streets, showing them videos regarding the ill-effects of nosing toilets.



Door to door visit:

To motivate the village people to start using toilet



Video screening for students :

On 14/07/2018 our team visited *Ingalahalli*. The team thought it would be effective if they attack the mind set of children to stop open defecation.



Competitions organized for the students:

NIRMALA KANASUGALU is the competition organized for the school students of Ingalahalli. Both primary school and high school student participated in this competition, in the High school the 8th, 9th and 10th students participated and in primary school 7th and 8th class student took part.

For the school students;The team organized an event of Narrating their idea. They gave them a Problem statement on the spot which was observed in their survey that most of the houses had toilets built in by the money received from central government for building toilets under Swachh Bharat Yojana but the men never preferred using the toilets in the house. Out of 18 present students in the venue 13 of them took part in the competition. In the assembly the competition was inaugurated by the

headmaster of the school, he addressed the tiny gathering with his wonderful words on Swachh Bharat mission which inspired the students to keep their classroom and school premises clean. He also thanked KLE Technological University for taking up this project in their village. All participants were asked to prepare their idea within 30 min. At 10:00 am all the participants gathered in 7th class room, the competition was judged by Mr. D Ummachagi, teaching faculty of the school. The participants were asked to pitch their idea with a time constrain of 5 min per child. Many of the students consulted their teachers and wonderfully narrated their ideas. A girl by name Akshata told that if anyone in her house practiced open defecation then she would stop having food unless they start using toilets. She also mentioned that why only soldiers should risk the nation it is duty of all the citizens to contribute for the cleanliness of nation and compete with other nation in terms of cleanliness. one boy named Sidlingesh told that if he sees anyone in the field with the mug he would take a group of students and start whistling so that the person feels uncomfortable. Rahul spoke about the real incident that took place in his native place where a woman was killed by snake bite. Many also suggested to play the awareness videos in television and some speakers who can impress the people by their talks should give some speeches in the radios to create awareness.

The high school students they were asked to make a picture presentation for the same problem statement mentioned above. For 8th, 9th and 10th students we arranged the competition of either writing or narrating or drawing the solution of the same problem statement that we had seen in our initial survey (most of the houses had toilet built in by the money which is received from central government for building toilets under SwachhBaharatYojana, but among these houses most of the men belonging to these families with toilet didn't use the toilet at home instead they preferred to go on fields for open defecation) among the present 90 students all took part in the competition. The students were asked to assemble at the ground after the prayer the competition was inaugurated by the principal of the school. Our team members explained them the rules. Here the competition was separately conducted for 8th, 9th and 10th. The students who wished to write or draw were given 30 min time to show their creativity and who wished to speak were asked to get prepare within 15 min. The team members were divided themselves into 3 groups and they only judged the students. Students spoke very well. One student ended his essay by a slogan of Bharat Mata ki Jai, Jai Swachh Bharat. From all three division best three were selected for the final round. In the final round three groups were made in which each group was having one student from 8th one from 9th and one from 10th. The final round was Pick and speak competition. There were three topics given i.e. Waste management, Swachh Bharat and the last one was clean drinking water. All the teams were allowed to discuss for 15 min and they had to present their idea. The teams were judged based upon their presentation skills team work and presence of mind. The team which spoke on clean water drinking secured first place because of their good teamwork and presentat ion skill. Their success was awarded with certificate and prizes. These students were felicitated by principal of the school. He also motivated students to take initiative and keep their surroundings clean. He also mentioned that nobody should encourage open defecation which is a cancer to the

environment. We had a small photo section with winners and all the participants were given toffees as appreciation for participating in the competition.



3. Team VittalMiskin:

Door to door awareness:

The team went door to door for canvassing. They educated the villagers about the importance of the waste disposal techniques & we also explained them about Dry waste & Wet waste. And also the diseases spread by lack of disposing techniques.



Wall Painting:

The team cleaned the whole bus stand & the surroundings which was very unhygienic. They disposed the garbage & swept the whole bus stand & also cleaned it completely with disinfectants and then we painted the whole bus stand & the surrounding with the paintings which gives them knowledge about dry waste & Wet waste & also educates them to keep the surroundings clean & tidy.



BEFORE PAINTING



AFTER PAINTING

4. Team AishwaryaPattar:

Wall painting:



5. Team ArpitaHuggi:

The team initiated a door to door awareness to educate the villagers regarding the various methods of disposing the waste collected. In spite of all this the people were never convinced.

The team planned to plant 30 saplings in places where the waste was thrown on the streets.



6. Team MithunRathod:

Awareness through video screening:

Videos related to wet waste management which included contents such as:

- 1) Management of vegetable waste
- 2) Management of cow dung waste
- 3) Management of plant and tree waste
- 4) Management of electronic waste (in dry waste)



Vermi compost demonstration:

The team collected verms and then found out a suitable temperature for its comfortable living. And then implemented vermi composting. For vermi composting the team selected pits that contained large amount of wet waste. The implantation of vermi composting was demonstrated at Mr. Chennappa's house.



7. Team Mohammed Faizan:

Door to door awareness:

The team distributed pamphlets and created awareness regarding the ill-effects of open defecation by contacting every house in the village. They even demonstrated methods to maintain the toilets to uphold personal health and hygiene and to avoid polluting the surroundings.



Wall painting:

The team decided to create awareness at a larger scale by painting the walls of Dr. B. R. Ambedkar Bhavan located in the village. They decided to address other issues that influence the mindset of the people (like throwing garbage on the roads, pouring polluted water out on the roads and other issues).



Movie screening and fun activity for the school students:

The team organized a movie screening at the local school to educate the children regarding prevention of open defecation, waste management and keeping our surroundings clean and tidy. After the screening, they had a question-answer session with students to understand what they have learnt and what is their perspective of a clean and healthy environment. The team believes that the nation's growth in health and hygiene is in the hands to the younger generation.



The team also conducted a drawing competition in the school to promote creative and clean thinking. They asked the children to draw their idea of an ideal village and how they could achieve it. Some of the children provided very good solution, making us firmly believe that the children are understanding the importance of a clean and green environment to live in.



The team observed that most of the houses in the village have single pit toilets that gets filled

very early and is not emptied for months to years. This has led to many people not using the toilets. So they designed a model to propose twin-pit toilets that can help avoid toilet blockage for a longer period and promote toilet usage. But due to lack of space in the village, it is difficult to build such toilets for individual houses. Community toilets can reduce the burden of construction and maintenance costs.



8. Team Rohan Majjigoudar:

Initial survey and distribution of pamphlets:

The team conducted an initial with the help of a questionnaire and based on the results the team decided to educate the villagers through pamphlets and face to face interaction with the people.

ಇದು ನನ್ನ ನಗರ, ಅದರ ಸ್ವಚ್ಛತೆ ಕಾಪಾಡುವುದು ನನ್ನ ಧರ್ಮ.

ಒಣ ತ್ಯಾಜ್ಯ ಎಂದರೇನು?
ಪೇಪರ್, ಪ್ಲಾಸ್ಟಿಕ್, ಲೋಹ, ಗಾಜು, ರಬ್ಬರ್, ಥರ್ಮೋಕಾಲ್, ಸ್ವೇರೋವೊಮ್, ಫ್ಯಾಬ್ರಿಕ್, ಚರ್ಮ, ರೆಕ್ಸಿನ್, ಮರ - ಕೊಳೆತ ಇಲ್ಲದ ವಿಸ್ತೃತ ಅಪಧಿಗ ಇಡಬಹುದಾದ ಪಸ್ತುಗಳು.

ಹಸಿ ತ್ಯಾಜ್ಯ ಎಂದರೇನು?
ತೇವದ ತ್ಯಾಜ್ಯವು ಅಡುಗೆಮನೆ ತ್ಯಾಜ್ಯವನ್ನು ಒಳಗೊಂಡಿರುತ್ತದೆ - ತರಕಾರಿ ಮತ್ತು ಹಣ್ಣು ಪೀಲೆಗಳು ಮತ್ತು ತುಂಡುಗಳು, ಚಹಾ ಎಲೆಗಳು, ಕಾಫಿ ಆಧಾರಗಳು, ಮೊಟ್ಟೆಚಿಪ್ಪೆಗಳು, ಮೂಳೆಗಳು ಮತ್ತು ಅಂಡಾಣುಗಳು, ಮೀನು ಮಾಪಕಗಳು, ಮತ್ತು ಬೇಯಿಸಿದ ಆಹಾರ (ಸಸ್ಯಾಹಾರ ಮತ್ತು ಸಸ್ಯಾಹಾರಿ ಎರಡೂ).

ಎಲ್ಲರಲ್ಲೂ ಮೂಡಲಿ ಸ್ವಚ್ಛತೆಯ ಅರಿವು, ಸ್ವಚ್ಛ ಭಾರತ ಆಗಲಿ ನಮ್ಮ ನಿಲುವು.

ಇಂಗಳಹಳ್ಳಿ ತಾಲ್ಲೂಕು: ಹುಬ್ಬಳ್ಳಿ

According to the survey conducted, observations made, placing the dustbins for both wet and dry was a feasible solutions amongst others. And the dustbins were placed in the ward that was allotted to us. The dustbins were placed calculating the average waste produced per week, resulting in

the placement of 2 dustbins in each lane adding to a total of 6 dustbins for 3 lanes. The 2 dustbins are of 80L each, differentiated by colors blue and green, blue for all the dry waste and green for dumping wet waste. The team given awareness to the people about different types of waste and the advantages of separating the dry and wet waste prior to the installation of the dustbins. People of village Ingalhalli were very supportive of the idea of installing the dustbins and had a proper awareness about cleanliness, and not disposing the waste in open land, but due to unavailability of the dustbins they had no choice but to do so.

A was meeting was set up with the panchayat head MrKusugal about our solutions and he helped us in implementing the same. He appointed a person to collect the waste from the dustbins once they are filled. The person collected the waste from the dustbins and dumped it in a place which is far away from the village. The waste in that place gets decomposed and turns into manure. This manure is sold to the people in the village at the end of the year and the money was used for th development of the village by panchayat. At the end which is after placing the dustbins we again went to the villagers and took their feedback and received a good response.



Common Activity by all the teams along the supervisors and the Nodal officer:

A Swachhata drive was initiated on 7th July, 2018 as a part of SBSI. Students participated in enthusiastically and made it a grand success.





Unnat Bharat Abhiyan

Events done:

Date: 22nd Jan 2020

Venue: Bhandiwad Village

KLE Technological University with an agenda of not to make trees rare by keeping them with care and in vision of making every possible part of nature turn green under the Unnat Bharat Abhiyan scheme visited the Bhandiwad village located at a distance of 17 km from Hubli to celebrate Vanamahotsava, which included 3 drives:

- Plantation drive
- Cleanliness drive
- Career guidance

1. Plantation drive

50 students actively volunteered with secretaries and planted over 30 saplings of different species: Kaad Badam, Paper Flower, Neem, Cherry Plant, Hibiscus, Jasmine, Honge and watered in the campus. Improving the life and fulfilling essential needs of mankind, for the benefit of people living around by having positive impact on mental health and wellbeing.

2. Cleanliness drive

Together started the Cleanliness drive in and around the campus. The campus was cleaned with masks and hand gloves on, maintaining COVID norms.

3. Career guidance

The career guidance drive took place at Government Higher Primary Kannada Medium Girls School in a neighbouring Mantur village which included an interactive session with the students to keep them aware and updated with the importance of selection of right subjects and stream for a brighter future to avoid the risk of poor outcomes.

The event started at 11:15 am, 22 Jan 2021 with a melodious traditional song and welcoming the guests by offering masks followed by felicitation by Dr. Sanjay Kotabagi, Dean Student Welfare, KLETech to the dignitaries;

-Mr. I. A. Nadaf , principal of Government Primary School

-Mrs. Ashwini Rathod, PDO

-Mr. S. I. Gayakwad, Rural police

-Mr. Ashok M Yedanavar, ex Gram Panchayat member

-Mr. Virupakshappa Yelavatti, former Head Officer – SD





A welcome song by girls of the primary school followed by welcome speech by Mr. C. I. Kusugal (Assistant Master, Government Primary school) thanking the whole KLETech staff and students on behalf of the committee for spreading awareness of the importance of vanamahotsava in the hope for a brighter future.



In honor of Vanamahotsava started the plantation of saplings of different varieties in the school campus by Dean, guests, professors, secretaries and the volunteers. The vote of thanks marked the end of the function and led to the start of drives.



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As the sun went down marking the end of the day, chocolates were distributed to the school children as a token of affection.



Followed by the refreshments for volunteers and staff.

