Smart Village is a concept adopted by national, state and local governments of India, as an initiative focused on holistic rural development, derived from Mahatma Gandhi's vision of Adarsh Gram (Ideal Village) and Swaraj (Self Reliance). Almost 70 per cent of the Indian population lives in villages. Therefore it is natural that for inclusive development, the Government must focus on them preserving the sustainability of villages will positively impact cities in the long run.

India is a rural dominated country and villages are said to be the heart of this nation. According to 2011 Census, the population of rural areas comprised of 68.84 per cent. Migration of the people from rural areas to urban areas causes some burden on the urban areas. If the vision of the founders of this nation is to be respected and implemented, then we all need to have the responsibility to make our villages smart, which means self-sufficient, efficient, healthy and educated villagers. To make the villages smart means to make the country self-reliant, stronger and secured.

The concept of SMART Village is as defined below:

<table>
<thead>
<tr>
<th>S</th>
<th>Social, Skilled and Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Zero Tolerance for Caste and Creed or better no caste &amp; creed and no discrimination on Gender and Religion Everyone is Literate and skilled Simple living and high thinking</td>
</tr>
<tr>
<td>M</td>
<td>Moral, Methodical and Modern</td>
</tr>
<tr>
<td></td>
<td>Moral values of Gandhiji, Swami Vivekananda etc Methodical using Total Literacy and latest techniques Modern like cities</td>
</tr>
<tr>
<td>A</td>
<td>Aware, Adaptive and Adjusting</td>
</tr>
<tr>
<td></td>
<td>Highest level of awareness on global social &amp; economic issues Adaptive and adjusting to fast changing environments</td>
</tr>
<tr>
<td>R</td>
<td>Responsive and Ready</td>
</tr>
<tr>
<td></td>
<td>Responsive to collective wisdom, cooperative movement &amp; larger social issues Ready to generate own resources for self-sufficiency and self-reliance</td>
</tr>
<tr>
<td>T</td>
<td>Techno-Savvy and Transparent</td>
</tr>
<tr>
<td></td>
<td>Techno-savvy for IT and Mobile usage Transparent in harmonic relations and delivery of services</td>
</tr>
</tbody>
</table>

As a part of smart village project the EF youth leader selected Dhaurahara Mukundha, a Village in Faizabad District of Uttar Pradesh State, India. Milkipur is the Community Development Block (C.D. Block) of this village. It is situated 11km away from sub-district headquarter Milkipur, 34km away from district headquarter Faizabad and around 135.5 kilometer state capital Lucknow. The state code is 09 and the village code is 166014. The total geographical area of the village is 248.4 hectares. As per 2009 stats, Dhaurahara Mukundha village is also a gram panchayat. As per constitution of India and Panchayati Raj Act, Dhaurahara Mukundha village is administrated by Sarpanch (Head of Village) who is elected representative of village. The assembly constituency is Milkipur assembly constituency and parliamentary constituency is Faizabad parliamentary constituency. The name of MLA (Member of Legislative Assembly) is Audhesh Prasad and the name of MP (Member of Parliament) is Lallu Singh. The village is located at the place of historical importance. The forest in the village is the place where Chyavana Rishi used to reside.
Chyavana was a rishi in Hindu mythology. He was the son of Bhrigu and is known for his rejuvenation through a special herbal paste known as Chyawanprash which was first prepared.

<table>
<thead>
<tr>
<th>Dhaurahara Mukundha - Village Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gram Panchayat : Dhaurahara Mukundha</td>
</tr>
<tr>
<td>Block / Tehsil : Milkipur</td>
</tr>
<tr>
<td>District : Faizabad</td>
</tr>
<tr>
<td>State : Uttar Pradesh</td>
</tr>
<tr>
<td>Pincode : 224158</td>
</tr>
<tr>
<td>Area : 248.4 hectares</td>
</tr>
<tr>
<td>Population : 1,643</td>
</tr>
<tr>
<td>Households : 279</td>
</tr>
<tr>
<td>Nearest Town : Faizabad (34 km)</td>
</tr>
</tbody>
</table>

**Demography**

The demography of the village is shown in the pie chart below. The total population of the village is 1,643, the number of men are 824 and the number women are 819. The striking feature of the demography is that the child sex ratio of Dhaurahara Mukundha is 1,038 as per the census 2011 which is greater than average sex ratio (994) of Dhaurahara Mukundha village. Further, there are no people belonging to scheduled tribes and transgender community living in the village. There are 354 people belonging to scheduled caste community. The people speak two languages Hindu and Urdu.
Administrative structure:

Transect Walk
The EF youth leader visited the village and met the Pradhan of the village. EF youth leader had a detailed conversation with the Pradhan in which Pradhan told the EF youth leader about the history of the village and his lifespan in the village. He was living in the village since his birth. The Pradhan also told EF youth leader that biggest problem faced by the people of the community now is the clean water supply. Pradhan showed many complain letters and application which has been made previously to the concerned authorities. To this EF youth leader assured Pradhan that he will look into the matter and will get it resolved as soon as possible. Pradhan told EF youth leader that there is total 300 houses out of which 25% are
kuchha houses. All people have their own houses, there are no rental homes in the village. Regarding connectivity, Pradhan told EF youth leader that the public transport is not available in the night. Sometimes the phone network problems also emerges. The Pradhan told that the pasture or grazing land of 52 hectares and a playground for the children of the village are under illegal possession. After the conversation, the Pradhan assured EF youth leader that there will be full cooperation from his side, to which EF youth leader thanked him.

After the conversation, the EF youth leader started to transact walk in the village and observed that there are diverse problems and people are well aware of it. He met many people, gave them his introduction and ask about the problems they face in particular and problems faced by the people of the community in general. One of the men told that he wants damaged road to be repaired so that transportation can be smooth. Further there must be one government tube well for irrigation in the village. EF youth leader asked him whether you have taken the benefits of social welfare schemes launched by the government of India and the state government. He said yes he has taken the benefit of Jeevan Jyoti Bima Yojana and Suraksha Bima Yojana. Although he was not able to remember the name of the schemes, when EF youth leader makes him aware of the scheme he recalled it. He also told EF youth leader that people are aware of the schemes launched by the governments. When asked by EF youth leader that how the information about the schemes is disseminated to the people of the village, he told that the Pradhan used to inform either by visiting to the houses of the people or by calling them through mobile and asking them to inform others also.

On conversation with another villager, the EF youth leader asked him about the financial status of the village. He told that everyone has a bank account. However there is no bank and ATM in the village. The nearest bank and ATM are 10 kms away from the village. When asked about the work of ANM (Auxiliary Nurse Midwife) he said they hardly do home to home visit. EF youth leader said that you have too many cows and buffaloes in your house, what medical facilities they get in the village. He told that there is a veterinary hospital but there is need of doctors there. He told EF youth leader that people of the village generally called the private veterinary doctors to their homes for medical check-up of the animals rather than going to the government veterinary hospital. Further since the veterinary hospital is far from many households so it is not possible to carry the animals to such long distance.

The worker asks some people to gather at government primary school. The EF youth leader told them that he will do PRA (Participatory Rural Appraisal) and explain them about what is PRA. The purpose of PRA is to closely involve people of the village. Since in recent years, the area of development is undergoing a paradigm shift from development from above to that from below or from top-down to bottom-up approaches, so it should begin with the people who know most about their own livelihood systems. PRA enables us to communicate with the people and hence it results in the shift from teaching to learning. The EF youth leader wanted the people to make the map of the village as it is necessary for the people to know their village and the resources available in the village.
Education

Government primary and government middle schools are available in this Village. Nearest government disabled school, private engineering college, private MBA college and government polytechnic college are in district headquarter Faizabad. Nearest government medical college is in state capital Lucknow. Intercollege is located at a distance of 2 kms. Some students after completing their schooling go outside the village to continue their higher education.

Literacy ratio in Dhaurahara Mukundha village is 53%. 884 out of total 1643 population is educated here. In males, the literacy ratio is 61% as 510 males out of total 824 are educated while female literacy ratio is 45% as 374 out of total 819 females are literate in this Village. The negative portion is that illiteracy ratio of Dhaurahara Mukundha village is 46%. Here 759 out of total 1643 persons are illiterate. Male illiteracy ratio here is 38% as 314 males out of total 824 are uneducated. In females, the illiteracy rate is 54% and 445 out of total 819 women are illiterate in this village.

There are two primary schools. One is private and the other is a government school. The EF youth leader did a survey of teachers and found that the government teacher has taken the teacher’s training while the teachers of private school didn’t have the teachers training. While in teaching the teachers of government school face problems as there are only two teachers for five classes but the private school teachers don’t face any problems in teaching the students. Teachers of both the school use the Hindi language as the medium of the teaching while teaching all the subjects except English. The timings of government school teachers are from 8:30 a.m.-3:00 p.m. while the timings of private school teachers are from 9:00 a.m.-3:00 p.m. In government school, the teachers take part in school management, student counseling and conversation with the parents of the students studying in the school. While in private school some of the teachers don’t
take part in school management, student counseling and conversation with the parents of the students and some teachers participate in student counseling and none have any conversation with parents of the students. In government school, the teachers teach all the subjects while in private school three teachers teach all the subjects and five teachers teach more than one subject. In private school, three teachers teach 400 students, three teachers teach 150 students and two teachers teach 200 students. The teachers of government school teach all 85 students.

While on conversation with the teacher of government primary school he told that the biggest challenge is of infrastructure. The school educates 5 classes and there are only three classrooms. Further, there is no boundary wall of the school. Due to this, the study materials stored in the schoolroom are stolen by breaking the lock of the doors multiple times. The teacher also said that the students sometimes run away to their home due to the absence of boundary wall. Since there is no boundary of the school, the toilets build for the use of students are also used by outsiders leading to dirtiness in the toilets and consequently making it non usable. He told that students want to play but there is no playground where they can take part in sports activities. The EF youth leader asked how do the students get the uniforms and study materials provided by the government for free of cost. To this, the teacher replied that uniforms and the books of all the students come to the office of the education department and then they asked the teachers to take them to school from the office and distribute them among the students. The teacher told the problem is of transportation as he can’t carry all those stuff on his bike. He also told EF youth leader that if a teacher failed to meet the deadline to carry those materials from the office then the teacher will be suspended. Another problem is the number of teachers. There are only two teachers in the school which is not according to the need. He told that there must be five teachers in total for each class and presently I and my colleague has to manage all the five classes at the same time which is not possible. The situation of the school is similar to the report of MHRD in which it is written that 41.55% of the 7.6 lakh primary-only schools in the country were being managed by just two teachers. According to a 2015 report by the UNESCO Institute of Statistics (UIS), India is second in terms of teacher recruitment required to meet the current education demand. EF youth leader observed that the government need to free teachers from extra activities like election duties and documentation so that they can keep their entire focus in the educational setting.

The teacher told that in mid-day meal there is a provision that in addition to food students will get milk on Monday and fruits on Tuesday, but he never saw milk or fruits to get distributed among the students on those specifics days. The midday meal scheme is a school meal programme of the government of India designed to improve the nutritional status of school-age children nationwide. The programme supplies free lunches on working days for children in primary and upper primary classes in government, government-aided schools. The EF youth leader checked the quality of the food which was good and the quantity was enough. The EF youth leader talked to the women who cooked the food for the students. The women told EF youth leader that the food is cooked according to the menu which is given to us and all the required materials and ingredients comes that day to their kitchen.
The students take the food in the plates and then they sit on the floors of the school and eat the food. After that, they wash up their own plates and keep them in the kitchen.
Health

There are two anganwadis in the village. However, only one anganwadi is functional. The other anganwadi is closed as there is no staff to look after it. Anganwadi is a type of rural mother and child care centre in India. They were started by the Indian government in 1985 as part of the ICDS (Integrated Child Development Services) program to combat child hunger and malnutrition. Anganwadi means "courtyard shelter" in Indian languages. A typical anganwadi centre provides basic health care in Indian villages. It is a part of the Indian public health care system. Basic health care activities include contraceptive counseling and supply, nutrition education and supplementation, as well as pre-school activities. The centres may be used as depots for oral rehydration salts, basic medicines and contraceptives.

There is a separate building for anganwadi built near the school. There is no cleanliness and no maintenance in the anganwadi. On conversation with the aganwadi worker the EF youth leader came to know that since the floor is not cleaned and there is no mat on which children can sit, therefore the children go to the government primary school and sit in their class. The total number of children present in the anganwadi are 75. Every month the weights of the children are measured. Also, vaccination is done periodically. The children received the food every day which is cooked in the kitchen nearby the anganwadi. The pregnant women visit anganwadi twice a month. Those pregnant women who are unable to visit the anganwadi don’t receive any nutritional guidance or the medical checkup from the ANM (Auxiliary Nurse Midwife) who is a village-level female health worker. Their work includes maternal and child health along with family planning services, health and nutrition education etc. When EF youth leader asked the worker why the ANM don’t visit the villages despite its being their duty to do so. Anganwadi worker replied that they just come to the school and sit there only and asked us to bring the women and children for health inspection. Only a few women visit anganwadi as it is not possible for all pregnant women to visit the school. The worker observed that if there is no monitoring of the programmes done at lower levels then the government employees will always escape from their duty.

On talking with the anganwawdi worker the EF youth leader asked that whether you get any help from anganwadi supervisor. They replied that the supervisor hardly visits anganwadi and also we don’t get any help from the supervisor to resolve the problems of anganwadi. Further the anganwadi workers get very minimal salary and that also the salaries are not paid regularly. Sometimes their salaries are kept pending for months.
<table>
<thead>
<tr>
<th>Basic Amenity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study material</td>
<td>No</td>
</tr>
<tr>
<td>Chalks</td>
<td>Yes</td>
</tr>
<tr>
<td>Blackboard</td>
<td>Yes</td>
</tr>
<tr>
<td>Weighing machine</td>
<td>Yes</td>
</tr>
<tr>
<td>Fan</td>
<td>No</td>
</tr>
<tr>
<td>Drinking water</td>
<td>Yes</td>
</tr>
<tr>
<td>Light</td>
<td>No</td>
</tr>
<tr>
<td>Toilets</td>
<td>No</td>
</tr>
</tbody>
</table>

There is a separate building for anganwadi near the government primary school.

There is one community health center named as Dhauraraha Mukundha community health center. The distance from the district hospital to community health center is 30 kms. The health department has constructed an independent building for community health center. There are total six doctors and other staffs in community health center. The building and the rooms are in good and hygienic conditions. There is 24 hours water supply but the electricity supply is very much irregular. On discussion with the medical staff, he told that sometimes the X-ray of a patient is stopped in between just because of the irregular supply of electricity. While on a conversation with a doctor who is there in the community health center for last six years he told that there is only one toilet in the community health center which is only for doctors and no toilets for the patients. However when the EF youth leader self-inspect the community health center building then he found that there are separate toilets for men and women. The women toilet is closed and the men toilet is in unusable condition. On asking the problems in community health center the doctor told EF youth leader that there is lack of medicines. This can be clearly observed by the EF youth leader as in front of him only three patients were referred to a district hospital as the medicines prescribed to them were not available to them in community health center. EF youth leader asked the doctor that do you or any other doctor made a complaint to the CMO (Chief Medical Officer). The doctor told EF youth leader that Chief Medical Officer immediately sends the medicines to us as soon as he gets those medicines, so the problem is not at the district level but is rooted at the higher levels. Further, there is no facility for the medical tests and the body check-up. The only test facility which is available in community health center is of blood test, for the rest one has to go to the district hospital.
There is an adequate number of rooms available in community health center for the patients and the beds are well cleaned. The EF youth leader also asked the doctor about the facilities available in the delivery room. He told that adequate equipment and facilities are available in the room. When EF youth leader asked the doctor that whether you the community health center admits HIV positive women for delivery, the doctor replied that they refer them to district hospital. There are enough ambulances (3-4) for bringing the patients to community health center from remote areas of the village and to take the patients to the district hospital from community health center if they are referred in critical cases.

**Agriculture**

Paddy, maize and wheat are agriculture commodities grow in this village. 6 hours agricultural power supply in summer and 8 hours agricultural power supply in winter is available in this village. Total irrigated area in this village is 147.21 hectares from boreholes/tube wells 147.21 hectares is the source of irrigation.

- Over 75% farmers use tubewell/canal/river water for irrigation
- Over 75% of the agricultural land has access to clean irrigation water
- Over 75% of the agricultural land have access to clean irrigation water but in insufficient quantities.
Power supply for agricultural use is available in the village of Dhaurahara Mukundha for 6.0 hours per day in summer (April-September) and for 8 hours per day in winter (October-March). The problem of the farmers was of irrigation. They have their private water pumps for irrigation of the fields but the water supply in those water pumps was inadequate. So their demand was the installation of one government water pump in the village. The EF youth leader has submitted an application to district magistrate about the installation of a government water pump. District magistrate accepted the letter but told the EF youth leader that it is not so easy to install a government water pump.

**Employment**

In Dhaurahara Mukundha village out of total the population, 569 were engaged in work activities. 56.06 % of workers describe their work as main work (Employment or Earning more than 6 Months) while 43.94 % were involved in marginal activity providing a livelihood for less than 6 months. Of 569 workers engaged in main work, 201 were cultivators (owner or co-owner) while 65 were an agricultural labourer. The count of employed person of Dhaurahara Mukundha village is 569 while 1074 are non-working. And out of 569 employed people 201 individuals are completely reliant on farming.
Drinking-Water and Sanitation

Hand Pump and tube wells/boreholes are drinking water sources. The EF youth leader in conversation with the people of the village and the Pradhan found that there is no provision for safe drinking water in the village. The EF youth leader met Pradhan regarding this and asked for the photocopies of all the complaints and applications which were submitted to the concerned authorities before. After receiving those applications the EF youth leader went to the District Magistrate. EF youth leader attached all the applications with his written application for the water supply issue and submitted it to the District Magistrate.

The district magistrate after looking into all the applications and hearing to the EF youth leader about the size of the problem asked his team to visit the village. A team comprising of zonal engineer and Block Development Officer visited the village. The EF youth leader asked the Pradhan to visit the place from where the water supply is done to the village. He also asked the Pradhan to take around 15-20 people of the village with him. The aim of this was to make community people aware of what is happening in their community, what is the problem and how it can be solved. So that if next time the same problem occurs they can get it solved by themselves rather depending on others. The people of the village along with Pradhan explained the complete problem to the inspecting team. After inspecting and discussions the team submitted its report to the District Magistrate. And after a week the people of the village were informed that the construction of the water pipeline will begin in April 1st week.

- Drinking water is available for over 75% households within their premises
- Over 75% households use public hand pump for drinking water
- Piped drinking water is available for over 75% of the residents within their household premises.
- Piped drinking water is available for 50% - 75% of the residents within their household premises.
- Over 75% households have their own toilets that are connected to the village sewage system.
- Over 75% households have their own toilets that are not connected to the village sewage system.
- A community toilet (separate for men and women) exists within the village and it is maintained well.
- A community toilet (separate for men and women) exists within the village and it is not maintained well.
- Over 50% of the households defecate in the open

The EF youth leader had worked under WASH (Water, Sanitation and Hygiene) project of water aid in slums of Delhi, so he decided to do the same in the village. The EF youth leader took a video session on sanitation and hygiene with the students and make them aware of the components of personal hygiene and the benefits of it. The components which he told to the students are bathing, brushing teeth, combing hair, hand wash before every meal, use of toilets and wearing neat and clean clothes. Before starting the videos the EF youth leader asks the students that how many came to school today after a bath. There were few students only who didn’t take bath that day or else the
students took bath regularly. On asking the reasons for not bathing the students told that they woke up late so they were getting late for the school. Then the EF youth leader makes them stand in a line and started inspecting whether their nails are cut or not. EF youth leader chose two students whose nails were cut and were clean and then asked them to check other students and majority of students were found with uncut nails and unhygienic nails. EF youth leader came to know from the teacher that the students regularly clean the school premises. Then the EF youth leader started video session.

There were two videos which were shown on the laptop in the class with both students and teachers watching it. After both the video ends the EF youth leader ask the students about their learning outcomes. The students replied one by one what they learn. The major response was from girls than their male counterparts. EF youth leader told the students that don’t just learn, rather tell other people also in your home and in the community. After the video session, EF youth leader also ask few students to do hand wash and show their classmates how to do it. EF youth leader bought 10 hand washing soaps. He gave three to the students and rest he gave to the teachers who kept the soaps in the school. Then EF youth leader asked the students to perform the steps of hand wash and show to their classmates. After the students did hand wash EF youth leader asked them to keep the soaps on the hand pump and told every student to wash their hands before their mid-day meal in the school. The EF youth leader after taking sanitation and hygiene session gave the hand wash soaps to the teachers and told the students that two soaps will be kept on hand pump and the
remaining will be with teachers. Once those two soaps are finished you will ask the teachers for more soaps. The EF youth leader told the teacher to keep the soaps on hand pump and ask them that once all the soaps kept in the school are finished then you must ask the students to bring rupee 1 from their parents for buying new soaps. The worker also told the teachers to contribute to the same so that the hand wash activity continues. The purpose of asking rupee 1 form the parents of the children and the teachers is to make them independent to help themselves. If the EF youth leader will continue to bring the soaps then the people of the community will become dependent on him or on anyone else and will look for help from an outsider. The objective is to promote participation of the people in the progress of the community.

The EF youth leader observed that pictures and video sessions are effective tools for teaching and help the children to develop a sense of self. This session of image description and video watching helped the students to keep themselves engaged and interested as everyone wants to act out or tell their version of what’s happening. It also requires that students use their imagination to determine what’s happening in the image. The EF youth leader concluded that image description plays a critical role in learning and helping students develop self-awareness. Children look very much happy with EF youth leader as they get certain things to learn apart from their schooling in a creative and participative way. The children have the strong grasping ability as they understood the videos at one go. The worker recognizes the potential of the children which can be harness to bring a change in the community. Whenever the worker organizes any activity in the village, children are first to take part in it. This shows how education germinates sociality in the mind of a child.
The EF youth leader designed a booklet for the primary school children. There are six chapters in the booklet which are as follows:

1. Personal hygiene
2. Nutrition
3. Sports
4. Substance abuse
5. Environment
6. Child rights

The EF youth leader took one class to explain the booklet to the children. He also asked the students that do they want any more chapter to be included in this booklet of their choice. To this, there was no response from the students. The EF youth leader asked few students to read one chapter in front of the class so that the students become aware of the contents present in the booklet. Further, the reading of the chapters will also boost the confidence of the students in the public speaking and will raise their self-esteem. The EF youth leader submitted the 4 copies of the booklet to the teachers and asked them to keep them on the shelves and give these booklets to the students when they ask for the reading. The EF youth leader also told the teachers to teach these booklets to the students. The EF youth leader gave same booklets to the private primary school also and asked the teachers to give these booklets to the children when they required them to read it.
The school didn’t provide any sports equipment to the students, as a result, there was hardly any sports activity among the students. To start a sporting activity and to encourage the students to also devote their time to sports the EF youth leader gave them a soccer ball so they can play football. Since the students were not having enough space to play football match so they started playing volleyball with it.

Their game brings social cohesion among them and acted a catalyst of ice breaking among them as there was hardly any conversation between boys and girls. But during the sports activity, they make a mixed team which helped them to know each other better. While seeing the students playing, the teacher told the EF youth leader that he once bought bat and ball for the students so that they can play cricket regularly. But the bats got broken and since then the students didn’t engage themselves in the sports activity. EF youth leader asked the teacher that is there any playground in the village where the children of the village play? The teacher replied yes but the playground is in illegal possession of some people, although the children go and play there after the school.

The EF youth leader then engaged with MyGov, which is an innovative platform to build a partnership between citizens and government of India with the help of technology for growth and development of India. EF youth leader got an opportunity to run the Swacch Bharat Summer Internship (Clean India Summer Internship) project for government of India. This internship is a 100 hour experiential internship program that requires youth to visit one or more villages and conduct activities of their choice to contribute to the cause of rural sanitation in India. The Ministry of Drinking Water and Sanitation, the convening and coordinating Ministry
of Swachh Bharat Mission, in association with the Ministry of Human Resource Development, and the Ministry of Youth Affairs and Sports has come up with the innovative ‘Swachh Bharat Summer Internship (SBSI) 2018’. Number of participants registered were over 3.5 lakhs.

The EF youth leader prepared the field work manual which served as guidelines for over 3.5 lakhs college youths. The field work manual was send to the Ministry of Drinking Water and Sanitation. After the enrolment by the students they started their internships in the different villages. The EF youth visited three villages in three different regions to mentor the youths who have participated in Swachh Bharat Summer Internship.

The first village was Pawta in the state of Haryana. The EF youth leader visited the village and met the team of the students who were doing door to door campaign. The EF youth leader joined the team in their door to door campaign and observed the students in their field work.

After the field work was over the EF youth leader interacted with the students and told them about the following points:

- Rapport building process was missed in the campaigning. Developing harmonious understanding with people of the village is important for greater and easier communication. The EF youth leader told the students about the ways of building the rapport.
- Regarding door to door campaign, the EF youth leader told the students that the focus areas should be personal hygiene, open defecation, hygienic cooking methods, garbage disposal, etc. This can be done in verbal manner by explaining the people about the benefits of hygiene and sanitation.
The second village visited by the EF youth leader was Azadpur in Delhi. The EF youth leader met the team of three students and went with them to the village for transect walk. The EF youth leader asked the students to observe the village and identify the normative need of the community (major problems according to you).

The third village visited by the EF youth leader was Thora in state of Uttar Pradesh. The NYKS (Nehru Yuva Kendra Sangathan) youths asked the EF youth leader to be their mentor and guide them in the field work. EF youth leader told them that the very first task which should be done is rapport building because until and unless you don’t have a harmonious understanding with people of the village, it won’t be easy for greater and easier communication.

You should never make promises which you can’t fulfill like providing financial assistance. One false promise and all your efforts for rapport building will go in vain. Further, you will lose the trust of the people. You should make the people very clear that they are students and more than informing/teaching the people they are in the village to learn from the people of the community.

The youths then asked the EF youth leader to show them how to do field work and they requested to do door to door campaigns in the houses which are not covered till yet. The EF youth leader agreed and then visited three households to show the NYKS youths how to introduce yourself and how start talking about the swachhta in the village.
In perspective of EF youth leader, the main problem was of safe drinking water in the Dhauraraha Mukunda village. In school also there was hand pump through which the students drink water. However, there was no inspection done to check the quality of the water coming from the hand pump. On conversation with the people of the village, the EF youth leader found that the livelihood opportunities were not diverse. Almost all the people were engaged in agricultural activities and very few were having their own shops. Further, the agricultural produce in the village was not in surplus so that it can be sell in the market and money can be earned. Whatever was produced was consumed within the village only and the grains which were left were stored in the houses for future need. The major strength of the community is that it is connected to a state highway, to district headquarter and the state capital with all weathered roads. This helps the people of the village to go to district headquarter or the state capital to for higher education and secondary or tertiary healthcare. They can also go to seek new employment opportunities. Another strength of the village is that the schemes of both the central government and the state governments reach to the village and the people avail the benefits of the schemes as they are made aware of them in time bound manner. Further, there is financial inclusion in the village as almost all the people have their bank accounts. As a result, the subsidies on various consumption items are directly transferred to their banks without any middlemen. The weakness of the village is that there is lack of infrastructure both in the school and in the community health center. Further, there is no sewage treatment plant and hence all the wastes go directly to the water bodies untreated. Another weakness is the digital access and the digital literacy among the people of the village. Although some of the people use smartphones but very few people know about the web portals and the mobile applications launched by the government of India and the state governments. They are also not aware how to do digital transactions. So there is a need for digital literacy among the people of the village so that they can also leverage the potential for technologies.

The EF youth leader also felt a need of bringing some NGO to the village as from the conversation with the people EF youth leader found out that there has not been any NGO working or had worked in the village. EF youth leader felt the need that there must be a proper mechanism of making the mothers aware of the nutritional food and how to cook a nutritional diet in a cost-effective way with the food products available to them within the community. There is some lack of cooperation from the people themselves. EF youth leader came to know about this in a conversation with the CDO (Chief Development Officer). When asked to him about the difficulties he face in rural development, he told the EF youth leader that after sanctioning of the money to build toilets or to build homes, the biggest challenge is to make sure that the money is used by the people for the same purpose for which it was given.

The EF youth leader visited the village on the last day to meet the Pradhan and the teachers of the schools. The EF youth leader told the Pradhan that today it will be his last day in the village and will be leaving the village. The EF youth leader also told the Pradhan that he will remain connected with him. Pradhan told EF youth leader that he will start renovation of the primary school soon. EF youth leader asked Pradhan to keep monitoring the water supply application
which is with District Magistrate. Pradhan then thanked the EF youth leader for working in the village and assisting him in trying to resolve the problems faced by the people. The EF youth leader then visited the government school and met the teachers and the students. The EF youth leader told the teachers and the students that today it will be his last day in the village. The EF youth leader told the students to regularly practice the hygiene and sanitation habits which were taught by him and spread the word in your home and the people whom you meet. EF youth leader also asked them to play regularly in school. He asked the teachers to give them the football daily to engage the students in physical activity. The teachers thanked the EF youth leader for coming to the school and teaching the students about sanitation and hygiene. They also thanked him for bringing the football for the school children and told the EF youth leader that they will encourage the students to engage in physical activities and also to do hand wash daily before the mid-day meal.

To conclude I would say that the life in Indian villages is simple and isolated, although they are connected now a days with cell phones and digital television transmission, yet they are cut off from the main stream of urban areas due to poor road connectivity and market for their agricultural commodities. At the beginning of 20th century Mahatma Gandhi said that the soul of India lives in its villages. We the people and those who are in the decision making body use to define different form of villages as per our dream but what a villager dreams for her/his village is more important. So, let a village development plan be made by villagers only and the administration should stand with them to make more number of smart villages in the country.