

RAJAGIRI BUSINESS SCHOOL

UNARVU '24



Report on the Social Sensitisation Camp 2024

Foreword

It is with immense pride and an unwavering sense of purpose that we present the report of Unarvu '24, the Social Sensitisation Camp of Rajagiri Business School. The term Unarvu, derived from Malayalam, epitomises more than mere awareness: it denotes a profound state of awakening, a radical stirring of the soul, compelling us to confront the often-hidden realities of our world. This programme is not just an academic exercise but a clarion call to action, an invitation for young minds to engage with the harsh and inescapable truths that define the world we inhabit.

Unarvu is an immersion into a realm where the dichotomy of progress and preservation is neither abstract nor theoretical but painfully tangible. For one week, our students found themselves in Attappadi, a secluded tribal enclave in Kerala's Western Ghats, a region of stunning natural beauty, yet marred by insurmountable social and health challenges. Despite its proximity to the corridors of modern civilisation, Attappadi remains a forgotten hinterland, where existential struggles including illiteracy, early marriages, infant mortality and pervasive sickness cast a long, unyielding shadow over its inhabitants.

Attappadi's plight is not simply a consequence of geographical isolation but also a damning indictment of systemic neglect. Despite the numerous interventions attempted over the decades, the region has remained entangled in the web of governmental inefficiency, red tape, and the perennial disconnection between policy and its intended beneficiaries. Yet, even in the face of such adversity, the spirit of the people of Attappadi endures; a testament to the resilience of those whose lives have been marked by hardship and perseverance.

Unarvu's mission is not to impose solutions from the outside but to engage in a deep, empathetic understanding of the complexities that define this community. The objective is clear: to craft interventions that uplift the people of Attappadi: empowering them without diminishing the richness of their culture, and preserving the delicate balance between their traditions and the encroaching forces of modernisation. The challenge lies not in offering temporary relief but in creating transformative, sustainable solutions that will endure, bequeathing lasting improvements to the lives of the people, without compromising their inherent way of life.

The projects conceived and executed by our students were not the products of well-intentioned charity, but of mindful, discerning efforts aimed at creating meaningful, long-term change. These initiatives were grounded in an acute awareness of the region's socio-cultural fabric, driven by the desire to foster growth without exploitation. Every step taken was marked by a deep respect for the wisdom of the community and an unwavering commitment to creating solutions that were both compassionate and practical.

This report, then, is more than just a document of actions taken; it is a reflection of our students' evolution: an embodiment of their transformation from passive observers to active agents of change. It stands as a powerful reminder that, in a world often indifferent to the marginalised, there are still those who are willing to engage, to challenge, and to transform. It is a clarion call to all who read these words to recognise that our collective responsibility extends far beyond the confines of our comfort zones; it is a summons to look outward, to recognise the struggles of others, and to stand in solidarity with those who remain on the periphery.

Let this report serve as both a chronicle of accomplishment and a solemn reminder that our work is far from over. It is a testament to the potential that resides in every individual: if only we dare to look beyond the obvious, to awaken to the realities that lie beneath the surface, and to commit ourselves to making the world a better, more just place for all.

Prof. Kishore G. Pillai, PhD
Dean, Rajagiri Business School

Executive Summary

The Social Sensitisation Camp Unarvu '24 unfolded as a profoundly edifying and revelatory experience, immersing both students and faculty in a crucible of raw, unvarnished realities far removed from the comforts of modernity. The camp, adhering to a rigorous set of preordained regulations, such as the prohibition of mobile phones and other communication devices, alongside accommodation in rudimentary hostel facilities, eschewed the luxuries of everyday life, thereby cultivating a profound sense of resilience and introspection among participants.

This year's camp was conducted in association with the Attappadi Social Service Organisation (ASSO), an NGO devoted to the socio-economic upliftment of the tribal communities in the region. During the Project Identification Visit in May 2024, a meticulous process of project selection was carried out by student representatives and camp coordinators, identifying 14 potential initiatives. This process, conducted in collaboration with the Local Self Government and ASS, sifted through numerous proposals to identify those of profound merit: projects of tangible, sustainable value with the potential to effect lasting impact. Given Attappadi's delicate ecological balance, the utmost care was taken to ensure all requisite permissions from relevant authorities were secured prior to the camp's commencement.

The formal initiation of the camp took place on 6th September 2024, with a preparatory orientation session for 30 students, who set the stage for the remaining participants to join the following day. From the inception of the camp through to its culmination on 12th September 2024, our students demonstrated unparalleled commitment to the essence of this transformative initiative. It is this unique amalgamation of academic rigour and social engagement that distinguishes Rajagiri Business School from other institutions, as we strive to mould globally competent business leaders imbued with social sensitivity. The Social Sensitisation Camp undeniably gives our students an opportunity to apply the theoretical management knowledge like leadership skill, interpersonal and intrapersonal skills, communication skills, decision making skills etc. in the real world, that too in a space with resource constraints.

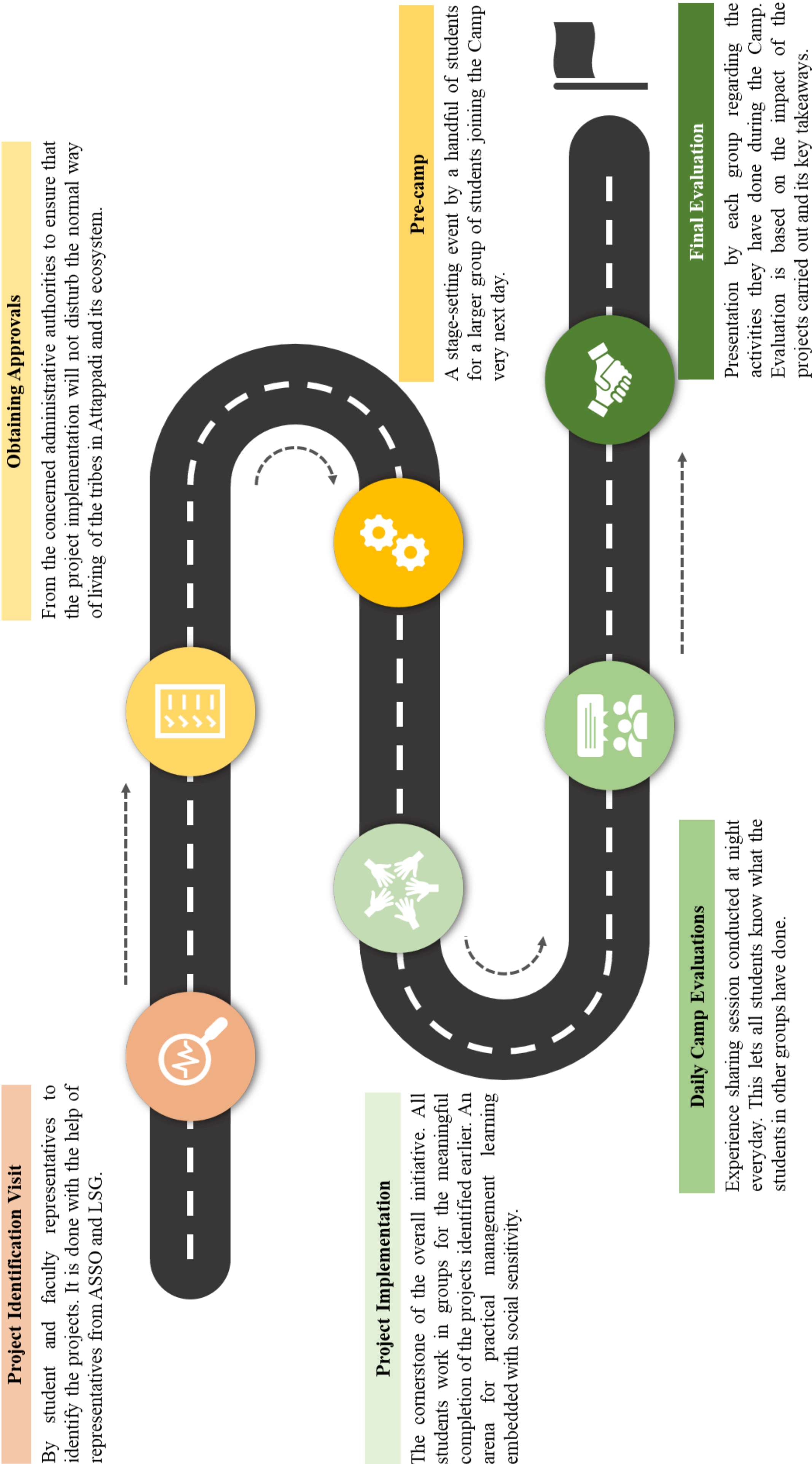
Each of the projects undertaken was meticulously aligned with key Sustainable Development Goals (SDGs) namely, the eradication of poverty (SDG 1), promotion of health and well-being (SDG 3), ensuring clean water and sanitation (SDG 6), fostering responsible consumption and production (SDG 12) and nurturing global partnerships for development (SDG 17). The profound impact of these endeavours was evident as our students returned from Attappadi, hearts brimming with fulfilment and hands extended in service. Through their selfless contribution, they have left an indelible mark on the region, reaffirming the enduring legacy of altruism that flows through the very veins of Rajagiri's educational ethos.

Fr Francis Sebastian CMI, PhD

Assistant Director, RBS

Director - Rajagiri Social Sensitisation Camp

Social Sensitisation Camp - The Road Map



Activity Report

Soon after the Project Identification Visit, various committees headed by students were formed to ensure the smooth functioning of the camp. Details of these committees are provided in the following table. The selection process was conducted with the utmost transparency and in a democratic manner. There was an open call for students to volunteer to become the heads of different committees, and they were later interviewed by faculty members to assess their potential and capabilities.

Name of the Committee	No. of Members	Duties and Responsibilities
General Coordination Committee	6	<ul style="list-style-type: none"> Supervising the overall conduct of the camp
Project Committee	4	<ul style="list-style-type: none"> Project identification Allocation of work to each group
Implements Committee	6	<ul style="list-style-type: none"> Sourcing implements at low or nil cost Proper maintenance of the implements return of the implements from where they were sourced
Transportation Committee	3	<ul style="list-style-type: none"> Identifying the transportation companies to carry students to Attappadi negotiating with them on fare Arrange the commutation of students from base camp to different locations
PR and Documentation Committee	3	<ul style="list-style-type: none"> Documentation of the activities by each group every day
Cultural Committee	4	<ul style="list-style-type: none"> Planning the cultural activities usually conducted in the evenings during the camp days
Mess Committee	6	<ul style="list-style-type: none"> Sourcing of raw materials Assigning mess duty for each group
Finance Committee	2	<ul style="list-style-type: none"> Keep track of the expenses with proof Return of the balance amount to the School
First Aid Committee	2	<ul style="list-style-type: none"> Sourcing first aid items before the camp Judiciously allocate materials to each group
Time Keeping Committee	2	<ul style="list-style-type: none"> Ensure that all the activities of the day are conducted and executed on time
Research Committee	2	<ul style="list-style-type: none"> Data collection Analysis and interpretation of results

Project 1: Aanakkallu – Abbannoor Road Construction

About the Project

In the heart of the region lie the remote villages of Aanakkallu and Abbannoor, once united by a paved road that wound through the land, linking these two humble communities. Yet, as time has passed, the road fell victim to the wrath of a relentless monsoon, washed away in the storms of years gone by.

With the support of the Local Self Government Department at Attappadi, a new road was forged; abandoning the old path, yet at a cost. For now, the villagers are burdened with the long detour, forced to journey an additional ten kilometres to cross from one side to the other. The price of this added distance is no small matter-₹500, a sum heavy for the people of Attappadi, where every penny counts. Abbannoor, however, is blessed with the allure of nature’s bounty-a collection of scenic destinations that hold promise of future prosperity for its people. Yet this potential remains untapped, as the road that could unlock these treasures remains neglected.

And so, the task now rests with the students: to revive the old road, once covered by thick foliage, now lost beneath the embrace of encroaching plants and bushes. A journey not just of distance, but of renewal, a return to what was once there, waiting to be rediscovered.

How Did Students Get It Done

For five long days, a dedicated force of 180 students united in purpose, to restore the road that time had nearly swallowed. With determination in their hearts, they laboured, clearing the land of its dense coat of bushes and plants. The work was divided, as they took turns-one group wielding tools to chop and clear the undergrowth, while another carefully gathered the debris, ensuring nothing was left behind to hinder the revival of the road.

In their midst, a smaller group took on a task of great importance-scouring the ground for discarded plastic waste. Each piece was carefully collected and, when the task was done, handed over to ASSO, the organisation equipped to give the plastic a second life through recycling.

Through sweat and teamwork, they not only cleared the path but also safeguarded the environment, leaving no trace of the waste that could harm the land or the people. It was a labour of both renewal and responsibility, a lesson not only in reclaiming a road, but in caring for the earth beneath their feet.

The Value Matrix

Output	Outcome	Impact
Construction of a road	1. Enhanced commutation opportunity and accessibility 2. Improvement in the exchange of goods and services	1. Integration of 126 tribal families with the outside world 2. Decreased isolation 3. Opening up new ways for financial independence 4. Paving the way for future development

Project 2: Construction of House for A Family

About the Project

A visit to Mr. Thomas paints a picture of hardship and quiet resilience. His health, weakened after a fall from a tree, has left him frail, a shadow of the strength he once had. He and his wife now live in the most unfortunate of circumstances: housed in a small partition of a cattle shelter, where the boundary between them and the animals is little more than a thin wall. The cold, the smell, the noise; it’s a life far removed from comfort or dignity.

Their two sons, though full of energy and ambition, are no strangers to struggle. They go out every day in search of daily wages, their lives tethered to the ebb and flow of uncertainty. They live in a modest shelter on the upper plot, distant from their parents, and yet even that small refuge does little to ease their burdens. The conditions are hard, undeniably poor, and yet through it all, there remains an unspoken strength in this family-one that’s borne out of necessity and sheer perseverance. Life may have dealt them a cruel hand, but in the quiet of their humble existence, they continue to endure.

How Did Students Get It Done

The path that leads to Mr. Thomas’s humble shelter is far from easy. A narrow walkway, just 250 metres long, winds through a forested expanse, where the ground is treacherously slippery, especially in the rains. Some sections are steep and unforgiving, testing both strength and will with every step. Yet, this is the only way to reach his home:- through nature’s challenges, with little protection from the elements. To build the new house, there is a need to transport 1,200 cement bricks, along with metal and M Sand, from the main road to their small plot of land. The materials will be the foundation of a new beginning, and even without the M Sand arriving in time, the cement bricks and metal alone will make a significant difference.

It is no simple task. The journey of these materials requires careful coordination, as two groups might need to form a chain, passing the heavy bricks and metal one by one, to navigate the uneven terrain. Each hand, each step, will count, and as they work together, they’ll turn the weight of these materials into the building blocks of hope. The students, united by purpose and determination, formed a living chain—a line of hands, passing the bricks and cement with rhythm and precision. From the base of the hill to the top, where Mr. Thomas’s old house once stood, they moved tirelessly, step by careful step. The path was steep and challenging, the ground slick from the damp earth, but they pressed on, one after the other, without faltering.

Each brick, each bag of cement, was a small victory, a piece of the new home they were helping to build. As the materials climbed higher, so too did the hope that this act of kindness would create something lasting—something solid amidst the uncertainty. The effort was not just physical but woven with empathy, with a sense of community that transcended the weight of the task.

Together, they carried not only bricks and cement, but the promise of a future that, while still fragile, was now a little more within reach.

The Value Matrix

Output	Outcome	Impact
Construction of the house	1. Improved living condition 2. Restoring the dignity 3. Improvement in health condition	1. Integration with the social life 2. Ensuring the right for social equity 3. Improved economic condition

Project 3: Mud Removal

About the Project

The work ahead is as demanding as it is vital, each task crucial in safeguarding not just the homes of four different families sharing the same sorrow of the fierceness of the nature; but the very lives of those who reside within them.

Behind Ms. Lisamma's house, the earth itself threatens to encroach. The mud wall, once a protective barrier, now risks crumbling and fall onto their home. The mud needs to be carefully removed, a careful strategy to carve out a deck between layers, that will act as a buffer to stop the earth from sliding further. It's a delicate operation, with the earth itself as an unpredictable force. The wall behind the house must be ploughed, its excess mud removed, and placed strategically to the front and side, creating a barrier of sorts to stop the flow. There is a need to transform the earth, making it at least two layers deep to prevent future falls. And the ground behind, which has become an unintended waterway, must be lowered by a foot to prevent the wall from seeping moisture into Mr. Mathew's home, which has already begun to suffer the consequences.

The work continues behind Mr. Babu's house, where a similar threat looms. The mud wall there is even more unstable, the plot steeper and the risks greater. The loose, wet earth must be removed with care, or else it may fall once more. It's a task that demands patience and precision, as the risk of further collapse is high. The mud needs to be moved to a low-lying area in front of the house, safeguarding Babu's home from erosion.

Finally, in the upper plot behind Salomy and Michael's house, another task awaits. A toilet pit, a simple yet essential need, must be dug—a 1.5-metre circle, three metres deep. This work will take an entire group for a full day, though it may extend to two. Salomy and Michael, the beneficiaries, face their own struggles. Michael, now 75% blind after an eye surgery, is dependent on others for many things. Salomy, too, is suffering—her ears infected, leading her to frequent trips to the hospital for cleaning and worm removal. In their hands, these projects are not just fixes, but lifelines, offering safety, dignity, and a small relief from their daily challenges.

The work is not just physical—it's an offering of care, a commitment to those who need it most, carried out with the patience and respect that these homes, these lives, so truly deserve.

How Did Students Get It Done

The students approached the task with a sense of unity and purpose, breaking it down into manageable steps to ensure every aspect was covered. The work was divided into several distinct tasks, each group contributing their energy and expertise.

First, they formed into two main teams, each responsible for specific parts of the work. One group took on the ploughing of the unstable mud walls, their task to carefully break apart the loose earth and prepare it for removal. With shovels, hoes, and their hands, they dug into the wall, carefully loosening the mud layer by layer. The risk of collapse was ever-present, so they moved with both urgency and caution, ensuring they did not disturb too much of the surrounding soil at once.

Meanwhile, another group was tasked with the actual mud removal. Using baskets, wheelbarrows, and a chain system to pass the earth along, they worked tirelessly to carry the mud away from the wall and transport it to the designated low-lying areas. The mud was carefully handled, not wasted, and every scoop was essential in reshaping the landscape. Their focus was clear: transport the mud safely, avoid unnecessary slipping, and make sure the ground was left as stable as possible.

As the first two teams worked, a third group focused on filling the low-lying areas in front of the homes. The mud, which had been dug away, was carefully deposited in these depressions, creating a buffer against further erosion. Each bit of earth was placed strategically to ensure proper drainage and to reduce the risk of future soil movement.

Throughout the process, teamwork was paramount. They worked in sync, forming chains, passing materials, and keeping the rhythm steady. In cases where the task seemed daunting-like the wet, slippery conditions or the steep slopes-they leaned on each other for support, lifting each other’s spirits and reinforcing their resolve.

In the end, the students’ collective effort not only reshaped the land but also offered a much-needed solution to the families, providing them with the protection and safety their homes required. It was a testament to what can be achieved when hearts and hands unite for a common cause.

The Value Matrix

Output	Outcome	Impact
Mud and debris removal	1. Enhanced safety 2. Protection of property and livestock	1. Safeguarding from future natural disasters 2. Protecting the ways for daily bread 3. Ensuring environmental sustainability

Project 4: Renovation of the Lower Primary School at Karara and Seenkara

About the Project

Karara is a small village in Attappadi and hosts an LP school, the sole refuge for children to enter the world of letters and knowledge. Three challenging works were waiting there for our students:

Work 1: Lifting the Rocks: The first task involved the damaged rock wall, which had caused rocks to tumble into the neighbouring plot. These heavy stones, once part of the constructed wall, needed to be lifted back to the school compound-a daunting task. The plan was to use rubber baskets and ropes to haul the larger rocks, while the smaller stones would be carried by hand. The goal was to pile the rocks in a corner of the premises, out of the way, creating a safer environment for the school grounds. The sheer weight of the rocks made this a challenge, but the School would arrange the rubber baskets and ropes to make the task manageable. This would be a one-day job for a group of students, but the physical effort would be intense.

Work 2: Clearing Weeds for Gardening: The second task was in the area between the teachers’ quarters and the reading room, about 40 square metres of land, which had become overgrown with weeds and bushes. This space was prime for transformation into a vegetable garden-a place where students could learn about gardening and sustainability. The overgrowth had to be cleared, and the land had to be ploughed, making it ready for planting. It was a chance for students to contribute to the school in a practical way, cultivating the land that would one day feed them. With some tools like the (spade) provided in advance by the School, this task would be manageable for a group in one day.

Work 3: Leveling the Marshy Area: The third task was in the left front side of the school, where the mud from construction had been dumped. Over time, rain had turned the area into a marshy, waterlogged mess. The goal here was to spread the mud evenly, creating a slight slope to direct the rainwater away from the school, preventing future flooding and water-logging. This wasn't a task large enough for an entire group on its own, so after completing either Work 1 or Work 2, the group could continue to work on this, ensuring that the school grounds would be properly drained and free from water accumulation.

How Did Students Get It Done

The students approached the work at Karara Govt. UP School with remarkable teamwork and determination, dividing themselves into focused groups for each task. For the first task of lifting the heavy rocks that had fallen from the damaged wall, they used rubber baskets and ropes to lift the larger rocks, passing them in a human chain while smaller stones were carried by hand to pile up in a corner of the school compound.

In the second task, the group cleared the overgrown 40-square-metre area between the teachers' quarters and the reading room, using machetes to cut down the weeds and ploughs to prepare the soil for vegetable gardening. They worked diligently, with some students focused on cutting while others raked and gathered the debris.

The final task involved spreading the accumulated mud in a marshy plot at the left front of the school, which had been caused by construction runoff. After completing the first two tasks, the group worked to redistribute the mud, creating a gentle slope to guide rainwater away from the area. Throughout all three tasks, the students maintained excellent coordination, with each group using the available tools like baskets, ropes, ploughs and shovels by motivating and supporting each other. Their collective effort not only improved the physical environment of the school but also instilled a sense of community and responsibility, resulting in a safer, cleaner, and more functional space for the children and staff.

The Value Matrix

Work	Outputs	Outcomes	Impacts
Work 1: Lifting the Rocks	Rocks lifted and placed in designated corner	1. Safer school compound, free from rock debris. 2. Immediate physical improvement of the school grounds	Improved school infrastructure for future generations of students
Work 2: Clearing Weeds for Gardening	1. Overgrown area cleared of weeds and bushes 2. Land ploughed and prepared for vegetable gardening	1. Clear, functional space available for gardening 2. Increased awareness among students about sustainable agriculture	1. Improved knowledge of self-sustained gardening for students. 2. Creation of a vegetable garden providing fresh produce, benefiting the school community and promoting the natural farming
Work 3: Leveling the Marshy Area	1. Mud from construction area removed and evenly spread 2. Slope created to divert rainwater away from school	1. Reduced waterlogging, leading to safer school grounds 2. Improved drainage system for the school	1. Long-term protection from flooding and water damage 2. Increased comfort and safety for students and staff during rainy seasons

Project 5: Renovation Work at Kottathara Tribal Hospital

About the Project

The Kottathara Tribal Hospital was facing two significant challenges that required urgent attention to enhance both accessibility and the environment:

1. **Wheelchair Access to Disabled Toilet:** The hospital had a single stand-alone toilet for disabled individuals, situated at the front of the hospital. However, the path leading to this toilet was not suitable for wheelchair access. A 50-metre concrete path needs to be constructed, with enough width to accommodate a wheelchair. The key issue was the requirement for materials, including metal, M Sand, and cement, as well as the necessary tools, such as a leveling bar and wooden bars to ensure a smooth, even surface. This work was essential to make the facility accessible and to ensure that disabled individuals can use it with dignity.
2. **Overgrowth in Tree Plantation Area:** There was a 100-metre by 30-metre area at the hospital, where tree plantation was carried out last year. While the trees were still in their early stages (4 to 5 feet in height), the area was now overrun with weeds and bushes, impeding their growth and hindering the management of the space. The overgrowth needs to be cleared to allow the young trees to flourish and the area to remain tidy. The clearing of weeds in such a large area required significant manual effort and time.

Both of these issues demanded immediate action and the mobilisation of resources, as they were crucial for improving the hospital's facilities and the overall environment for the local community.

How Did Students Get It Done

The students tackled the work at Kottathara Tribal Hospital with great determination and focus, beginning with the construction of a wheelchair-accessible road to the disabled toilet at the front of the hospital. For this task, a group of students worked together to create a 50-meter long concrete path, wide enough to accommodate a wheelchair. While the requirement for materials like metal, M Sand, and cement posed a challenge, the hospital administrator assured them that he would arrange these supplies.

The students used cementing tools, including a leveling tool and wooden bars for smoothing and ensuring the surface was level. This task, while technically demanding, was completed in one day with efficient teamwork. Moving on to the second task, the students focused on the tree plantation area—an expansive 100-meter by 30-meter section that had been planted with young trees but was now overrun with weeds and bushes. The area, part of the land cleared the previous year, needed thorough clearing to allow the trees to thrive. For this, a group of students worked over the course of two days, using tools like machetes and rakes to clear the weeds and create a cleaner, more manageable space for the trees to grow.

Their careful and collective effort ensured both tasks were completed efficiently, benefiting the hospital and its community.

The Value Matrix

Work	Outputs	Outcomes	Impacts
Work 1: Wheelchair Access Path	1. 50-metre concrete path constructed. 2. Path with sufficient width for wheelchair access to the disabled toilet.	1. Disabled individuals can access the toilet independently and safely. 2. Improved accessibility for the hospital's disabled patients.	1. Increased dignity and independence for disabled individuals. - Enhanced reputation of the hospital for being inclusive and accessible. 2. Greater community satisfaction and trust in the healthcare services.
Work 2: Clearing the Tree Plantation Area	1. 100-metre by 30-metre area cleared of weeds and bushes. 2. Trees are freed from obstructive overgrowth.	1. Healthy tree growth without interference from weeds and bushes. 2. Tidy, well-maintained space for future gardening or plantation activities.	1. Long-term environmental benefit as trees mature and enhance the hospital grounds. - Contributes to the greening of the community and improved aesthetic value. 2. Educational opportunities for locals about tree care and environmental sustainability.

Down the Memory Lane...



Addressing the UN SDGs

Project	SDGs
Aanakkallu – Abbannoor Road Construction	SDG 9: Industry, Innovation, and Infrastructure (Improved access)
	SDG 1: No Poverty (Enhanced commutation, financial independence)
	SDG 10: Reduced Inequality (Integration of tribal families)
Construction of House for a Family	SDG 1: No Poverty (Improved living conditions)
	SDG 3: Good Health and Well-being (Improved health and safety through housing)
	SDG 11: Sustainable Cities and Communities (Safe living conditions)
Mud Removal for Protection	SDG 11: Sustainable Cities and Communities (Disaster risk reduction, protecting homes)
	SDG 13: Climate Action (Mitigating environmental hazards)
Renovation of the Lower Primary School at Karara & Seenkara	SDG 4: Quality Education (Improved school facilities, sustainable gardening education)
	SDG 6: Clean Water and Sanitation (Improved drainage, reduced waterlogging)
	SDG 11: Sustainable Cities and Communities (Creating safe, functional spaces for learning)
Renovation Work at Kottathara Tribal Hospital	SDG 3: Good Health and Well-being (Improved hospital facilities for disabled individuals)
	SDG 6: Clean Water and Sanitation (Environmental improvements around the hospital)
	SDG 10: Reduced Inequality (Increased accessibility for disabled individuals)
	SDG 15: Life on Land (Promoting green spaces through tree plantation)

The Final Note...

The Social Sensitisation Camp of Rajagiri Business School unfolds as a quiet yet profound odyssey - a pilgrimage into the heart of human vulnerability and communal resilience. Conceived not as a mere academic exercise, but as a soul-stirring voyage of consciousness, it beckons students to step beyond the ivory towers of scholarship into the living, breathing textures of rural existence.

Amidst sun-scorched terrains, students encounter stories etched in hardship and hope, discovering that wisdom often resides in silence and simplicity. Here, the curriculum is not confined to pages, but written in gestures of empathy, in rhyme with shared labour and in the fragile triumphs of collective endeavour. Apart from arduous and labarious works, students also engaged in a range of activities that soothed the burning minds: visiting a home for autistic people, and a shelter home for mentally differently-abled people, conducting flash mobs in streets and in front of the schools with a message to stay away from drug and other substance abuse etc.

Each initiative - be it a health awareness drive, a literacy session beneath the shade of a banyan tree, or a humble effort to cleanse a public space: is imbued with deeper purpose. These acts, though modest in scale, ripple outward, echoing the aspirations of the United Nations Sustainable Development Goals.

To alleviate poverty (SDG 1), the camp listens before it acts. To promote well-being (SDG 3), it plants seeds of knowledge. To nourish minds (SDG 4), it teaches with humility. In service of clean water and dignity (SDG 6), it invokes awareness, not imposition. To nurture sustainable communities (SDG 11), it works with, not for. And in all things, it champions collaboration over conquest (SDG 17).

What emerges is not merely social intervention, but a choreography of compassion: a gentle resistance against apathy, a reaffirmation of shared humanity. The camp does not claim to transform the world, but it transforms those who walk its path. In that quiet metamorphosis lies its truest legacy.

Saji George, PhD
Camp Chief Coordinator