

YOUNGINFLUENCERS

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Chai,
CharCha...
and Change

COMMUTINY

LEARNING AND LEADERSHIP JOURNEY

Transforming yourself and your community

The ComMutiny Learning and Leadership Journey (CLLJ) is a year-long programme offered by ComMutiny - The Youth Collective (CYC) to recognise, support and encourage young people who are initiating social change initiatives. As part of the journey, young people gain opportunities to work closely with other youth, receive guidance from leaders in the social sector and other fields and also receive a financial support to build their learnings and implement their chosen social change initiatives.

2008 was the first year of The ComMutiny Learning and Leadership Journey, and it brought together 25 young people (we call them ComMutineers) from across the length and breadth of the country. The diversity in their backgrounds and chosen areas of their intervention, in fact, hugely enriched this space for learning and action. The year witnessed the ComMutineers interning with different social organisations to sharpen their own learnings, coming together in two common events for sharing experiences and concerns, strengthening their plans with CYC members, and implementing their proposed change initiatives in 11 states across India. ComMutineer initiatives in the field demonstrated high energy, innovation and commitment, and also the dilemmas and challenges that young initiators face.

Overall, it was an eventful year of witnessing youth potential in action, and the same potential is evident today in the youth festival, Aikotaan - A Harmony of Many Melodies, which the ComMutineers are organising to invite and engage more young people in social change processes.

As CYC readies itself to welcome the next batch of ComMutineers, we are happy to celebrate the journeys of our first ComMutineers and warmly wish depth and enhancement for each of their endeavours in the times to come.

John Robert Babu, Andaman and Nicobar Islands *john_robertin@yahoo.co.in*

Having grown up in Campbell Bay, Nicobar Islands and having experienced the Tsunami calamity, John's love for the island and commitment for carrying on post relief rehabilitation work is very intense. With his mother as an active member of the Panchayat for the last 15 years, John has grown up with a sense of social awareness.

Project : Strengthening initiatives of Child Motivation and Youth Mobilisation Centres towards generating creative learning resources and avenues for children and youth of Campbell Bay.

John, with support from a group of young associates, is reworking the priorities and programmes of Parirakshak, an NGO registered by some senior persons in pre-Tsunami times. He is actively engaging with the operations of five Child Development Centres (CDC) of Parirakshak, which cater to the needs of about 100 children living in temporary rehabilitation shelters. As a ComMutineer he has launched 2 of these CDCs, one of them in an area where Butterflies and Prayas, New Delhi, are winding up Tsunami relief work. In collaboration with ACANI, a Port Blair based NGO, John has also launched a Youth Motivation Centre now, which is serving as a space for youth to gather and exchange ideas and opinions.



Akshaya Kumar, Delhi *akshaya.kumar@gmail.com*

An engineer from IIT, Kanpur, Akshaya quit the corporate sector and traveled to various parts of the country to get a feel of the geographical, social or economic challenges people face, discussed various problems of society with others and read extensively and regularly.

Project : Understanding the separatist minds and sovereign aspirations operating under 'Armed Forces Special Powers Act, 1958' (AFSPA) and the horror of 'Disturbed Areas'.

Akshaya's journey began with a somewhat working understanding of the injustices perpetrated under AFSPA, the fear and horror the public have to withstand, the misperceptions of mainland habitants vis-à-vis North-East, and a plan to create a platform of resistance against the Act. However, his learning exposure journey to the North-East compelled him to redesign his plan of action, and move ahead with a quest for more perspectives. Subsequently, while writing on a wide range of issues that deal with youth, politics, spirituality, etc., Akshaya has been working to enhance his understanding about the Act and its impact by reading a host of academic theses, books and papers, and attending various lectures, meetings and conferences.



Mohammed Azam Qadri, Delhi *azam14@gmail.com*

A visually impaired sibling and experiences of communal conflict post the Babri Masjid demolition had moved Azam to engage with society. He had started teaching theater to visually impaired women at the National Association of the Blind two years ago, while he was still a volunteer in Pravah's SMILE programme.

Project : Enhancing awareness and supporting physical and emotional development of young blind women through the use of theatre.

As part of the comMutiny learning and leadership journey, Azam has continued to work with the visually impaired young women at the National Association of Blind (NAB), New Delhi, teaching them theater to enhance their self confidence and self-expression. He has offered his theatre skills and support to a campaign for a disabled sensitive infrastructure in the city of Delhi and Gurgaon through directing street plays that were performed by blind persons. He played a pivotal role in organizing the annual cultural event at the NAB Girls' Centre, and in keeping with the age and desires of the residents, he included 'youthful' programs like fashion shows, extempore dialogues, and theatre with youthful themes.



Sumit Sisodiya, Delhi *sumitsisodiya@gmail.com*

Through a series of apprenticeships and workshops, Sumit has been learning filmmaking over the last two and half years and sees it as a tool for social change. His concern for the environment was sparked off by an exposure to River Yamuna.

Project : Building people's understanding about the water crisis in Delhi through a film and the process of making it.

With an active concern about the issue of water, Sumit is working on a film, which would build awareness among people around different kinds of water crises in a city like Delhi, and develop in them a sense of responsibility. After a lot of research, the script of Sumit's film is ready, considerable shooting across Delhi has been completed and editing has begun. The film explores diverse issues related to water, including rampant water misuse, wastage, contamination, groundwater maltapping and the apathy of the citizens and administration. During this period, Sumit has also associated with a group of senior school children and worked on a play on water conservation. He has shot parts of the play for his own film, and converted the play shoot into a 5 minute fiction film.



Ambalal (Ankit) Panchal Hiralal, Gujarat

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Having grown up in Banskantha district, Gujarat - a tribal belt populated by Dungri Bhil and the Garasia Bhils, Ankit has witnessed various injustices towards them. His training in conflict resolution under OXFAM's Urjaghar project helped him to take a stance and start looking for win-win solutions to fight corruption.

Project : Empowering tribal youth towards the development of their own village communities.

Ankit has collectivised young men and women in 7 villages of the Danta Block in Banskantha through forming 15 self help groups (SHG). Through the SHGs, youth have begun addressing various issues. They have analysed ill-used livelihood opportunities, and thus facilitated over 200 NREGA applications for work in 3 villages and highlighted the lapses in the implementation of the Act. In village Khata ki Magri, youth have recognised that almost 83% land is under mortgage and deliberated on ways to take control of their basic resources. Many youth have used Right to Information to access information about allocations and usage of government schemes and have unraveled frauds to the tune of Rs 2 Crores. They have contested the Panchayat members and made representations to the authorities.

Zaidahmed Shaikh, Gujarat

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Zaidahmed was still in college in 2002 when the 'riots' broke out in Ahmedabad. He worked with riot affected children, and attended trainings around psycho-social counseling and life skills. He also worked on creating and conducting a 'peace curriculum' with Dalit and Muslim children in the city.

Project : To create a teaching learning programme which uses teacher training and teacher participation to design and implement a supplementary 'peace, diversity and democracy' module in classrooms.

For Zaid, initiating work on his project has been challenging, even though he has been active in the Vatwa area of Ahmedabad previously. Three schools in the area have withdrawn their offers to allow Zaid to work with their teachers primarily because they need to pay the teachers extra for putting in extra time. However, Zaid has succeeded in strengthening his relationship with one of the three schools finally, and has started conducting workshops with them. The teacher participation has been positive. Zaid is now also working on strengthening perspective at the school level to build ownership and desire for the programme.



Sayonika Sengupta, Jharkhand

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Sayonika was born and brought up in Patna. In her school days she used to raise funds, collect books and clothes and interact with children of the 'basti' which was close to her school. According to her, the next turning point came in her life when she joined Pravah as a SMILE volunteer.

Project : Understanding oneself better while facilitating a process of dialogue and self exploration among adolescents from diverse social backgrounds towards becoming responsible citizens in Jamshedpur.

Having attained clarity in terms of where and how she is to execute her social change initiative, Sayonika, has started working with children in and out of school through workshops on life skills so as to create a space for young people for self-exploration and constructive dialogue. She is conducting life skills workshops in four absolutely different kinds of schools - government, private, convent and welfare - to have the diversity among the audience. She is using art and music extensively in her workshops, and designing modules that would facilitate the students to introspect effectively and understand the links between self and society.

Anand Verma, Madhya Pradesh

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Anand has been active in Ujjain, Madhya Pradesh with 'Yuva Samvad' - an informal and non hierarchical youth network, working on issues like religious tolerance, gender discrimination and communalism. He has taken up his comMutiny project as the representative of a six member team.

Project : Advocacy for Youth Policy Reform through youth mobilisation, awareness building and use of mass media

Anand believes that for a good yield, one needs to work on the soil, Hence. while Yuva Samvad is working towards developing its own understanding of issues by means of reflection and discussion, Anand has been emphasising on strong and effective ideals that will eventually lead to the group's success. He has also been engaging regularly with the core functioning of the study circle, and working towards building a healthier student organisation. As a step in that direction, Anand helped in forming a core group of college students, to lead the student group's activities. Anand has also been taking regular sessions to spread awareness about youth policy, its limitations and other youth related issues. Alongside, he is working on cadre development.



Faiz Qureshi, Madhya Pradesh

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Hailing from Dewas, Madhya Pradesh, Faiz has grown up in a large joint family – a family that has taught him to live with people in harmony and love. With Muskaan in Bhopal, Faiz has worked on issues of education, health and housing with marginalised groups.

Project : Working among youth to build understandings and awareness in an initiative towards democracy and social justice.

As a ComMutineer, Faiz has collaborated with the Progressive Writers Association, and has been a part of organising many gatherings, rallies, meetings, discussion forums, seminars etc. on themes such as education and science, communalism and terrorism, communal violence, communalism and casteism. Through various interactive platforms, Faiz has been in touch with different colleges and universities, engaging the students in discussions on the role of youth in various social issues. He has initiated an association, Saanjha Manch, to create an informal space for constructive discussions and dialogue, and has studied Kabir to find innovative ways of promoting peace and communal harmony.

Krishna Kumar Naik, Madhya Pradesh

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Krishna has grown up and worked in the Bhimapur Development Block of Betul, which is primarily a tribal area. He has knowledge about Panchayats, establishment of grain banks and self help groups, and has worked on NREGA. He has also been involved in the Tara Akshar computer literacy programme for women.

Project : Building people's understanding on local livelihood resources and strengthening local groups to utilise the provisions of the NREGA in 5 villages of Betul district.

Krishna has been working to broaden the reach of NREGA in 15 villages. He has been conducting awareness exercises among youth and other villagers using diverse communication tools, including pictorial materials, and holding discussions in each village to build a strong and informed understanding about NREGA. He is also working to conduct a survey in 5 villages and set up a committee of young boys and girls who will hold workshops in these villages to promote awareness about NREGA. After a period, Krishna intends to investigate if each and every family in those 5 villages, got work.



Ravindra Sharma, Madhya Pradesh

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Ravindra has grown up in a rural milieu. Inspired by his father, a key functionary in an NGO in the area, Ravindra decided quite early to devote himself to grassroots work and joined the Swadeshi and Swaraj campaigns soon after completing his high school from Bhopal in 2001.

Project : Working with the youth and farmers of Shahdol district, Madhya Pradesh towards empowered responses to current rural agricultural situations.

Ravindra's journey started when the news of farmer suicides caught his attention and he saw the growing web of irrational chemical use and rampant loaning patterns among farmers in his own region. As a ComMutineer, Ravi has organised farmer groups in 9 villages. Initiatives such as applications by farmers for farmer credit cards, and loans through government schemes etc. have emerged from this. Ravi has also started engaging with youth, which has led to the formation of youth groups in 6 villages. These groups have begun to critique chemical farming practices and started interfacing with Panchayati Raj representatives.

Snapshots of the ComMutiny Learning



Sangeeta Mondloi, Madhya Pradesh

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Growing up in a small village, Sangeeta had to travel 36 kilometres to continue with her studies and face various gender and caste based discriminations. As a community mobiliser with Samavesh, Sangeeta worked for women's empowerment and on issues of the Panchayat in 3 villages.

Project : Multidimensional efforts towards empowerment of adolescent girls in Harangaon village.

Sangeeta has mobilised about 30 adolescent girls in her village, rented a room and set up a small library to create a space for them to come together, take up activities for self development, collectively deliberate upon gender and other discriminating constructions and find for themselves ways to live a life of their choice and making. Sangeeta has organised various cultural activities, games and sports with this group, besides two outings to give them an opportunity to venture away from home for the first time in their lives. She has also conducted sessions on gender, personal life reflections and aspects and opportunities of development with this group. With growing friendship, the girls have started to share the difficulties they face, their desires to learn and their curiosities and fears.



Richa Hushing, Maharashtra

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Richa has studied filmmaking in the Film and Television Institute of India (FTII), Pune. The experience of working with Majlis, has helped her develop a better understanding of the politics of image creation.

Project : Audiovisual documentation of the landscape and the mindscape of Dharavi.

Dharavi, the biggest slum settlement in Mumbai, is facing proposals of 'redevelopment', which will destroy the homes and livelihoods of many of its residents, who function out of their shanties such as the potters, the tanning community, fishermen folks. As a ComMutineer, Richa is documenting their stories and voices. She has done extensive shooting with Tamilians and Khumbharwada communities in Dharavi. She has conducted informal screenings on Dharavi, and held discussions post screenings. Along with Rrivu, a fellow ComMutineer, she is developing a people's participation model for news and knowledge sharing, and she intends to float her research in public domains, amongst authorities, organisations and individuals, who will use it as a tool to negotiate for a 'pro-people development'.



Rrivu Laha, Maharashtra

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Rrivu has a post graduate diploma in cinematography from Film and Television Institute of India (FTII), Pune. He has assisted the veteran filmmaker Rakesh Sharma for his documentary "Final Solution" on the post Godhra carnage.

Project : Addressing the information gap in the area of food security through creation, compilation and use of audio visual materials.

As a ComMutineer, Rrivu has worked on sensitising farmers and concerned citizens about the ecological distress that is related to agrarian crisis, farmer suicides and socio-economic unrest in the Vidarbha region of Maharashtra. During his internship with Vidarbha Organic Farmers' Association (VOFA), he edited a short film titled 'Seed Conspiracy', which VOFA screened amongst farmers to advocate for organic farming, and Rrivu uploaded on a public domain for dissemination. To build farmers' capacities for finding information, Rrivu held sessions with them on internet navigation and translated documents on science of genetics, agricultural policies & practices etc. to facilitate their access to these. Subsequently, Rrivu has started work on developing a web-based model that will facilitate news and knowledge transaction within rural agricultural communities.



and Leadership Journey 2008



Yashodhara Sindhu, Maharashtra

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Yashodhara's passion is to extend the boundaries of women's existence and aspirations. Working at Stri Mukti Sangathan has had a profound influence on her, as has been her involvement in micro saving and self help group schemes among women. She has also worked as a tele-film maker with Akshara.

Project : Enhancing girls' access to public spaces for play and using sports activities among girls to strengthen understandings of gender.

By encouraging young girls in her neighborhood in Chembur, Mumbai, to play outdoor games, Yashodhara is bringing more freedom to their world. She has systematically trained them to play Kho Kho, Kabaddi, cricket, etc., and organised film screenings and other cultural activities with them. Simultaneously, she has conducted a range of activities to remove social barriers. She has organized workshops on leadership, group-development, female body and health, domestic violence, sexual harassment, and also explored with them, how violence can be stopped through sports. Post the Mumbai terror attacks on 26/11, she also held a special workshop where detailed discussions on violence and hatred took place.

Wangshikokla Jamir, Nagaland

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Wangshikokla has worked with IGSSS, Assam as Youth Coordinator, volunteered with SMILE, Assam and has participated in the VSO/ Pravah/British Council organised Global Xchange Programme. In her words, 'The programme transformed my life. I had an enriching experience and dream of replicating all those learning'.

Project : Developing a resource centre for young people in Dimapur, Nagaland to facilitate their access to information, employment opportunities and building an understanding of citizenship.

In the conflict-torn state, Wangshikokla is working to engage the youth in constructive endeavors. Her initiative has gained momentum with the launch of the 'Enterprising Youth Centre' in November 2008. The resource centre is particularly supporting the youth in the process of career building. In the past months Wangshikokla has facilitated computer education for 30 youth through IGSSS SMILE, North East in Don Bosco Institute, and organised training programmes on weaving, kneading and tailoring, on entrepreneurship, capacity building and leadership. Post intensive outreach to about 200 youth, she has facilitated the formation of "Nagaland Youth Cluster" comprising 5 clubs and 2 SHGs in Dimapur. She now plans a series of training and group activities for capacity building and holistic youth development.



Lipi Das, Orissa

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Lipi, a software engineer, worked with Infosys and also for the education of underprivileged children in the slums of Bhubaneswar, her hometown. She is part of a group called Professionals' Association for Action and Development (PAAD), which aims at giving quality education to underprivileged children.

Project : Understanding and practicing methods of creative teaching - learning and advocating for their application in educational spaces.

Lipi has taken a break from Infosys and is strengthening PAAD's work qualitatively. PAAD has started a dropout centre, three pre-schools and one tribal primary school, reaching out to about 200 slum children in the city. As a ComMutineer, Lipi has been teaching the children Math and Science, using various activities and live experiments. She has worked on showcasing the different Math and Science toys prepared by the children in a Bal Mahotsav organised by PAAD. She has prepared a module on language development through games for in-house training of PAAD's teachers and has carried out a training on joyful learning with them. Besides turning these modules into handbooks, Lipi is now setting up PAAD's Math and Science Centre properly.

Gopal Singh Chouhan, Rajasthan

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Gopal is from Bikaner, Rajasthan and is a humanities graduate. He has trained with Society for Integrated Development of Himalayas (SIDH) and has worked with Ajit Foundation and with Doosra Dashak.

Project : Building and archiving social knowledge and vanishing cultures to bridge gaps between different societies in Bikaner region.

Gopal has been interacting with artisan communities in the essentially rural areas in the vicinity of Bikaner to learn the nature of diversity among the artisans who are still present in the area. While focusing on two communities, the potters and the weavers and documenting their work, he has also been trying to track those who have left the occupation and understand the factors responsible for the switch. In the main Bikaner city, Gopal has been interacting with school children through workshops that focus on Bikaner's history and the overall trajectory of the artisan communities. With youth in general, Gopal has been dialoguing on the same issues.



Mamta Ranka, Rajasthan

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Mamta has grown up closely experiencing the various discriminating forces in a caste dominated rural economy. Prior to becoming a ComMutineer, she worked as a community mobiliser for Seva Mandir in a programme on strengthening urban governance.

Project : Working towards strengthening the relationship between citizens and the Panchayat towards transparent and effective functioning of local governance systems in Delwada Gram Panchayat, Rajasthan.

In order to demonstrate the effective implementation of NREGA, Mamta enlisted herself as a supervisor in a lake digging project under NREGA at Delwada. This step brought much public interest and scrutiny to the site and work, and gave Mamta an opportunity to demonstrate the right way to conduct labour enrollment, labour attendance, work outlining, work measurement and thereof, costing of work. It also became a space of much learning for over 60 labour women. Post this phase, Mamta maintained her engagement with the issue of NREGA, and started working at the community level. She now conducts regular meetings in 7 settlements of Delwada, around various government programmes and their implementation, people's participation in the Ward and Gram Sabhas, etc.

Tarsh Thakaekara, Tamil Nadu

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Tarsh studied in a school with Adivasi children in the Nilgiris, before he was shifted to Rishi Valley School. After a stint in a software company Tarsh had moved back to Gudalur, Tamilnadu to teach at Vidyodaya, a school for Adivasi children run by Adivasi Munnetra Sangam (AMS).

Project : From conserving indigenous knowledge to sustainable livelihoods and eco development.

Tarsh started his ComMutiny journey by working to incorporate indigenous knowledge into the classroom curriculum of Adivasi children. However, he faced difficulties because Mudumalai was a Wildlife Sanctuary, and it was illegal for anyone to enter the forest - the hub of Adivasi knowledge. This added a new dimensions to Tarsh's project. It made him start studying the Forest Rights Act, understand its impacts on tribal communities, spread awareness about the Act among villagers and interact with government officials for its proper implementation. As for his initial project idea, he, along with a few teachers, is compiling an open-ended document with short write ups on different 'bits' of Adivasi knowledge, like on honey collection, edible plants, medicinal plants, etc.



Ashish Tiwari, Uttar Pradesh

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Ashish is from a farming family but circumstances had forced his father to migrate to the city. Growing up in Delhi, Ashish witnessed farmlands being sacrificed for real estate development at the National Capital Region. Before CLLJ, he was teaching children, collecting data on issues related to farming, exploring his own family history and exploring ways to return to his roots.

Project : Learning and practising organic farming in a full farming cycle and setting up a creative learning centre for the children of the village.

Ashish has learned organic farming and is systematically practising the same in his native village - Tarapur (Kaliyan ka Purva) - in Uttar Pradesh. His understanding of land, seeds, yield, farming has undergone a complete change while he has gotten exposed to all the rhetoric around the idea of production. Ashish had made efforts to start a learning centre to provide quality education to children about their roots and traditional profession (farming), to prevent migration. Having been unable to do that due to clashing time-schedules, Ashish has started going to a private school and working with the children there to attain this goal.

Krati Prakash, Uttar Pradesh

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Krati has done her Masters in women's studies and has done projects and campaigns on issues of violence against women. Working in an organisation that focuses on the human rights of Muslim women and children has deepened her passion to work on the issue of communalism.

Project : Developing leadership capacities and strengthening critical thinking among young people towards empowered initiatives to preserve our multicultural society.

In her hometown in Lucknow, Krati has formed a youth group named The Wings, to bring on a single platform, young people who are otherwise divided on the lines of religion, region, language, caste etc. While intending to work on issues of communalism, initially she had to engage the group in organising flood-relief activities, debates in schools, workshops on self and identity, etc. because even the world 'communalism' attracted strong reactions from people. Subsequently, however, the group has started engaging in activities to promote multiculturalism, such as, teaching women and girls in Gandhigram Basti, a slum where the majority of the population is Muslim. They have also held a full-fledged workshop on gender with this audience.



Mrityunjay Gharami, West Bengal

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Having grown up near a thriving red light area in Kalighat, Kolkata, Mrityunjay wanted to work with young men who, as a result of circumstances, are disadvantaged, have fallen prey to petty crimes, or started serving as agents of sex workers. His close association with Diksha has helped him launch his project.

Project : Working through creative means with young men of vulnerable backgrounds in Kalighat and Khidirpur to help them realise their potential and take responsible decisions in life.

Given the situation in the area, Mrityunjay ran into trouble with the local power-brokers even while doing an initial survey of around 50 youth. He had to meet ward councilors, political leaders and other people to sort the situation and continue working. Mrityunjay subsequently got into rapport building with about 30 youth. Once the relations got into the territory of friendship, the group ROCK ADDA was formed. The ROCK ADDA members meet daily and are into activities like making products out of waste, composing music, rehearsing for drama, making calendars and cards to distribute in NGOs. Mrityunjay has carried out a number of interactive workshops with the members, and believes that he has picked up skills and ideas which will positively influence his future journey.

Sudebi Thakurata, West Bengal

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Sudebi is a graduate in Chemistry. Her experiences in working on a book on child rights for UNICEF, speaking as a panelist at a global conference and undergoing a course of UNESCO have strengthened her belief that human unity underlies all disciplines.

Project : Understanding the interconnections among self, society and media in the lives of adolescents by critical thinking, through a creative interactive inquiry based instructional model.

Sudebi is preparing a curriculum on media literacy, and is field testing her design modules with different groups of youth, to improve them. Her objective is to learn from her audience, ways in which media affects their perception, conditioning their action, and incorporate strategies to counter these in her curriculum. For this purpose, she has been holding regular sessions with students from class 8 to 12 at Swabhav (a learning and resource centre in Kolkata run by another ComMutineer, Vartika). She has also been taking sessions in a computer centre called Uddami. Since November 2008, she has started working on the flow of the curriculum.



Vartika Poddar, West Bengal

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Vartika comes from what she considers a privileged background, and in her own words, '... the struggle between the various aspects of privilege is evident in my questions, explorations and choices.'

Project : Creating a just and sustainable world through an open space.

Vartika started Swabhav in March 2008 as a learning centre, which instills and restores confidence, self-belief and self-worth in all individuals, and imparts positive values through a range of creative activities. In the beginning, Swabhav was only promoting English-learning, handicrafts and dance, whereas now the activities have extended to music, theatre, writing, computers, yoga/pranayam etc. Kabad se Jugad, one of the first things Swabhav started with, has been a popular idea. A three-day festival called Swabhav Utsav was held in October 2008 to serve as a point of interaction between Swabhav's people and ideas, and the larger society. Having started with 10 students, Swabhav today has as many as 90 students, and is now officially registered as a society under the West Bengal Societies Registration Act, 1961.

If you are between ages 22-29,

Already making a difference in your own/other communities,

Have ideas of change initiatives that address diverse areas of social transformation in any specific community and include issues of particular concern to the young,

or

Have change ideas addressing and/or working through the print, electronic or new media formulated within, or moving beyond the classifications of mainstream or alternative media,

Then we are looking for you!

To apply for the ComMutiny Learning and Leadership Journey, log on to www.commutiny.in

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