

## Hamid Chara Army Goodwill School Chandigam Lolab Kupwara Internship Report

### Introduction

Nestled in the heart of the serene yet remote Lolab Valley, **Hamid Chara Army Goodwill School Chandigam** serves the children of Lolab Valley and its surrounding villages. Despite being surrounded by breathtaking natural beauty, the region often faces the challenges of limited access to opportunities. Yet, the school continues to stand tall as a beacon of learning, hope, and resilience.

To bridge the gap between rural students and real-world exposure, the school organized Eight-day internship program for students of classes 9th and 10th. The initiative aimed to awaken curiosity, foster practical understanding, and introduce students to vocational and environmental fields that are deeply connected to their land and livelihood.

This journey was not only educational but deeply inspiring — connecting young hearts with the potential rooted in their own soil.

It aimed to inspire students to appreciate and explore sectors like sericulture, horticulture, agriculture, and forestry.

### Day 1: Visit to the Sericulture Development Department

The internship began with a visit to the Sericulture Development Department. Students were introduced to the fascinating world of silk production, from mulberry plantation to cocoon rearing and silk reeling.

#### Key Learnings:

- Lifecycle of silkworms and care involved in rearing them.
- Importance of mulberry cultivation for quality silk production.
- Demonstration of silk reeling machines and cocoon sorting.

#### Expert Interaction:

Department officials spoke about how sericulture has been a source of employment for thousands of rural families and how modern techniques are making the process more efficient and profitable.

#### Student Experience:

*"Watching the tiny silkworms at work was amazing. I never realized that such fine fabric starts from something so simple."* – Insha Farooq, Class 9.



*(Students observing silkworms, interacting with sericulture officers, and visiting mulberry farms.)*

## Day 2 – Visit to High-Tech Organic Walnut Nursery (Horticulture Department)

On the second day, students visited the high-tech organic walnut nursery maintained by the Department of Horticulture. This was a new and eye-opening experience for many, especially since walnuts are a key crop in Kashmir's economy.

### Key Learnings:

- Organic cultivation techniques and pest management without chemicals.
- Grafting and budding methods to produce superior walnut varieties.
- Importance of nurseries in supporting fruit growers and orchardists.

### Technological Exposure:

Students observed polyhouse setups, cold storage units, and soil testing laboratories. They also received demonstrations on how to prepare grafted saplings for commercial plantations.

### Economic Insights:

Experts discussed how walnut farming can be turned into a profitable venture with modern nursery support, encouraging students to consider horticulture as a future career option.

### Student Experience:

*"It was inspiring to see how even a small piece of land can be turned into a productive nursery using technology. I want to try planting walnuts at home."* – Imran, Class 10.



(Grafting demonstration, students observing saplings, group photo with horticulture officials.)



### Day 3 – Visit to High-Tech Agriculture Department

The third day of the internship took students into the world of modern agriculture. The visit to the High-Tech Agriculture Department introduced them to innovative practices that are changing the face of farming in Kashmir.

#### Key Learnings:

- Introduction to smart farming, including sensor-based irrigation and fertigation.
- Organic farming, crop diversification, and integrated pest management.
- Hands-on learning with tools for soil analysis, seed treatment, and composting.

#### Inspiring Discussions:

Agriculture officers shared success stories of young agri-entrepreneurs who have established startups using these very techniques. The emphasis was placed on blending tradition with technology for better yield and sustainability.

#### Student Experience:

*"I used to think farming was just about sowing seeds and watering. Now I know it's a science. I want to study agriculture further."* – Saliq, Class 10.



*(Demonstration by Agriculture Officer At High Tech Green House.)*

### Day 4 – Visit to Forest Nursery (Social Forestry Department)

The final day was devoted to environmental conservation and biodiversity. The visit to the Forest Nursery under the Social Forestry Department gave students a glimpse into afforestation activities and native species preservation.

#### Key Learnings:

- Role of social forestry in climate change mitigation.
- Process of raising seedlings for reforestation.
- Tree identification and classification based on habitat.

#### Environmental Impact:

Officials explained how forest nurseries help replenish green cover, prevent soil erosion, and support wildlife. The importance of community participation in protecting forests was emphasized.

#### Student Experience:

*"We planted saplings and learned about trees that clean our air. I want to start a plantation drive in my village."* – Mohammad Abban, Class 10.



(Students observing nursery beds)

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## Conclusion & Student Feedback

The Eight-day internship was a transformative experience for the students. It helped them realize the importance of agriculture, horticulture, sericulture, and forestry not just as academic subjects, but as viable and rewarding career paths. Students displayed enthusiasm, asked intelligent questions, and expressed a desire to learn more in these fields.

### Selected Feedback:

- *"This program opened my eyes to opportunities I never knew existed."* – Uzma Fayaz, Class 10
- *"We need more programs like this to understand what's happening around us."* – Peerzada Faizan, Class 10
- *"It was the best week of school – learning by seeing and doing!"* – Basit imtiyaz, Class 9



## Acknowledgment

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