

Developing Conscious Leaders for a Conscious Planet

School of Management and Labor Relations
Rutgers University

Syllabus

Course Number: Special Topic in Conscious Leadership and Social Entrepreneurship
Semester: Winter Session Study Abroad in India
Winter Session: December 23, 2024 – January 17, 2025
Abroad Date: December 28, 2024 – January 11, 2025
Credits: Three
Number of Students: 12
Application Due: October 1, 2024
Course Instructors: Dr. Tracy F. H. Chang, tracy.chang@rutgers.edu

Abroad Course Location:

[Isha Yoga Center](#)

Velliangiri Foothills, Ishana Vihar Post
Coimbatore – 641 114, India

The Isha Yoga Center (IYC) is situated 30 kilometers (20 miles) west of Coimbatore, Tamil Nadu. It hosted over 100 international delegates of scientific academies from G20 members and invited countries for the two-day [Science20 \(S20\)](#) Summit in July 21-22, 2023. [Scientists participated in Isha Yoga](#). India's [President Ram Nath Kovind](#) and [President Droupadi Murmu](#), and Prime Minister Narendra Modi all have visited IYC. In 2015, [students from the Semester at Sea Academic Program](#) also learned yoga and stayed at IYC.

IYC is a residential community with international members. It is established expressly to support yogic practices. Students will stay at the Nalanda Conference Center. Accommodation includes three wholesome vegetarian meals served each day. Indian clothing style is modest, so please always bring clothing that covers the shoulder, midriff, and knees. Activities start at 5:30 am and light out at 9:30 pm. [See the visitor's guide here.](#)

Course Description:

This course aims to inspire and empower the next generation of conscious leaders and social entrepreneurs working toward achieving the UN's Sustainable Development Goals (SDGs) - (1) no poverty, (2) zero hunger, (3) good health and wellbeing, (4) quality education, (5) gender equality, (6) clean water and sanitation, (7) affordable and clean energy, (8) decent work and

economic growth, (9) industry, innovation, and infrastructure, (10) reduced inequalities, (11) sustainable cities and communities, (12) responsible consumption and production, (13) climate action, (14) life below water, (15) life on land, (16) peace, justice, and strong institutions, and (17) partnerships for the goals.

Conscious leadership is an emerging concept in management (Baelen and Chang, 2023; Chang, 2023; Chang, Baelen, Ramburn, and Purandare, 2022; Chang, Pundir, Rayapuraju, and Purandare, 2022; Marinčič and Marič 2018; Potter and Starke, 2022; Rant, 2020) and social entrepreneurship is a new field in business (Bornstein, 2007; Martin & Osberg, 2007). A conscious leader is a leader who is physically, mentally, emotionally, energetically, socially, culturally, and spiritually competent (Chang, 2023). A social entrepreneur is a leader who creates innovative solutions to systemic “wicked” problems and generates sustainable positive social impact through business (for-profit or non-profit). The United Nations called on all business leaders to meet its SDGs – “Business cannot thrive unless people and planet thrive.” The course develops competencies of leadership and social entrepreneurship.

The course introduces academic literature on conscious leadership, social entrepreneurship, the UN's Sustainable Development Goals (SDGs), and the associated science of “yoga” (Dhiman, 2019; Madhu & Krishnana, 2005; Malhotra & Babaji, 2020; Simpson, 2020). Furthermore, it offers high-impact, real-world experiential learning through transformative cultural experiences and service-oriented activities through partnership with the Isha Foundation, an international, non-religious, non-profit, volunteer-based public service organization headquartered in Coimbatore, India. The foundation addresses all aspects of human well-being through Yoga programs and social innovation projects, promoting decent work and world peace. In 2007, the Foundation was granted Special Consultative Status to the United Nations Economic and Social Council. In 2020, the United Nations Environment Programme accredited the Foundation with Observer status to the United Nations Environment Assembly and its subsidiary bodies.

The partnership offers experiential and service-learning opportunities in various economic, social, and community projects (see Appendix I) and sustainable future offerings of the course. The projects range from educating rural children for employment, lifting farmers out of poverty, revitalizing textile workers’ industry and technology innovation, rejuvenating rural community development (health clinics, sanitation, and waste management, farmer producer organization, and sports), and reviving soil that curbs climate change. Students will meet business leaders and social entrepreneurs, listen to their presentations, visit project sites, and participate in service activities. Students will participate in transformative cultural activities and visit southern India's historical, spiritual, and architectural sites.

Furthermore, students will learn classical Hatha Yoga, challenge the long-held beliefs about “yoga,” and create new first-person knowledge of how the millennia-old science of yoga can be used to develop conscious leaders and innovative social entrepreneurs and meet the SDGs. Through their yoga and contemplative practices, students will gain mastery over the functioning

of their cognitive, psychological, energetic, and physiological systems (Tracy F. H. Chang, 2020; Tracy F. H. Chang, Barbara Ley, et al., 2022; Tracy F. H. Chang, Pundir, Rayapuraju, & Purandare, 2022; Sadhasivam et al., 2020). They will establish a stronger foundation of self-management over thoughts, emotions, and actions that will impact the well-being of people in their local communities and the planet.

During the course, each student will journal their experiences and learning and present and discuss lessons learned and leadership competencies developed daily. At the end of the course, each student will write two reports and present them to the class: (1) a case analysis from one of Isha’s projects they are passionate about and (2) a self-assessment of the seven competencies developed through the course.

A Case Study of Sadhguru Jaggi Vasudev as A Conscious Global Leader

Sadhguru Jaggi Vasudev is a yogi, social entrepreneur, and global leader of the educational, social, and environmental innovations. He speaks at the UN, World Economic Forum, Google, and prestigious universities, such as Harvard, Columbia, Stanford, MIT, UC Berkeley, and many more. Most recently, he is a faculty member for the Continuing Medical Education course titled “Consciousness: Science, Spirituality, and Social Impact at Harvard Medical School.



A Case Study of the Isha Foundation as a Global Social Enterprise

[The Isha Foundation](#) is a non-religious, non-profit, public service, and primarily volunteer-based international organization that addresses all aspects of human wellbeing through Yoga programs and social innovation projects. The activities of the Foundation are designed to create an inclusive culture that is the basis for global harmony and progress. The Foundation was founded in 1992, headquartered in the Isha Yoga Center in Coimbatore, India. In 2010, the Isha Institute of Inner Sciences was established in McMinnville, Tenseness, USA. In 2007, the Foundation was granted Special Consultative Status to the United Nations Economic and Social Council. In 2020, the United Nations Environment Programme has accredited the Foundation with Observer status to the United Nations Environment Assembly and its subsidiary bodies.

Case Analysis of Educational, Economic, Social, and Environmental Innovations

Students will listen and interact with speakers and participate in field observations at several sites of social projects on work, leadership development, community revitalization, environment, health and wellbeing, and education (see Appendix I). Each student will choose a project and present an overview of the project and prepare questions and points of observation before the trip. During the trip, students will journal daily, present their case studies, and share their experiences and learnings in group discussions daily. After the trip, students will write a case report of their project.



Yoga Tools for Leadership Development

Students will learn classical Hatha Yoga. Based on their experiential understanding of the science of yoga, they will create new knowledge of how yoga can contribute to the development of conscious leadership. Students will gain mastery over the functioning of their cognitive, psychological, energetic, and physiological systems. They will establish a strong foundation of self-management over thoughts, emotions, and actions that will impact the wellbeing of many people and the planet.



Learning Objectives

1. Identify and explain the UN's Sustainable Development Goals (SDGs) and real-life projects that achieve these goals.
2. Experience and explain how yoga contributes to developing conscious leaders and social entrepreneurs who strive to achieve SDGs.
3. Acquire competencies of conscious leadership:
 - a. Intellectual
 - i. Identify complex problems and design effective solutions that ensure human dignity (Rutgers Global Citizenship Education, RGCE, Goal III)
 - ii. Recognize and appreciate alternative worldviews and forms of knowledge with respect and humility (RGCE III).
 - a. Emotional
 - i. Develop emotional intelligence.
 - ii. Convert empathy and passion into action. Listen carefully and actively to the experiences of people different – and less privileged – than oneself.

Awaken a desire to transform new perspectives into concrete actions for building a better world. (Rutgers Global Citizenship Education Goal IV)

- b. Physical
 - i. Acquire knowledge and skills for maintaining physical health.
 - ii. Understand how one’s action affects the world we live in. (RGCE Goal I)
- c. Energetic
 - i. Acquire knowledge and skills to maximize exuberance and vitality.
 - ii. Lead with life-giving rather than life-depleting energy.
- d. Social
 - i. Develop effective presentation skills appropriate for different settings and audiences. (SMLR Goal VII)
 - ii. Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations. (SMLR Goal VII)
- b. Cultural
 - i. Develop cultural awareness and agility. (SMLR Goal VII)
 - ii. Develop capabilities to work and lead in a multicultural and diverse environment. (SMLR Goal VII)
- c. Spiritual
 - i. Impart a sense of value for human life that transcends national and cultural boundaries. (RGCE Goal II)
 - ii. Commit to selfless actions for the wellbeing of all lives.

Course Prerequisites:

None. Familiar with qualitative research methods (e.g., field observation, interviews, and case study) are a plus.

Requirements and Assessments:

- Complete assigned readings and attend all sessions and engage in all program activities (40%).
- Journal daily experiences and learnings (20%).
- Two team presentations – one on service-learning Isha Vidhya and the other on one of the cases (20%).
- A 5-page reflection paper (20%).

Course Readings:

Baelen, R. N., & Chang, T. F. (2023). Getting to the Essence of Leadership: Yoga as a Foundational Framework. In *The Routledge Companion to Leadership and Change* (pp. 120-132): Routledge.

- Bornstein, D. (2007). *How to change the world: Social entrepreneurs and the power of new ideas*: Oxford University Press.
- Chang, T. F. H. (2020). Energy, Joy, Mindfulness, and Engagement at Work - A Pilot Study of an "Inner Engineering" Approach In S. Dhiman (Ed.), *The Routledge Companion to Mindfulness at Work* (pp. 448-462). New York, NY: Routledge.
- Chang, T. F. H. (2023). *Conscious Approach to Leadership*. Paper presented at the Consciousness: Science, Spirituality, and Social Impact, Boston, MA.
- Chang, T. F. H. (2023). *Conscious Leadership – A Case Study of Sadhguru Jaggi Vasudev and the Save Soil Movemen*. Paper presented at the Consciousness: Science, Spirituality, and Social Impact, Boston, MA.
- Chang, T. F. H., Baelen, R., Ramburn, T. T., & Purandare, P. (2022). Developing Positive Self-Leadership through “Inner Engineering”. *Journal of Management Development*.
- Chang, T. F. H., Ley, B., Ramburn, T. T., Srinivasan, S., Hariri, S., Purandare, P., & Subramaniam, B. (2022). Online Isha Upa Yoga for Student Mental Health and Wellbeing During the COVID-19 Pandemic - A Randomized Controlled Trial. *Applied Psychology: Health and Wellbeing*. doi:DOI: 10.1111/aphw.12341
- Chang, T. F. H., Pundir, S., Rayapuraju, A., & Purandare, P. (2022). “Inner Engineering” for success—A complementary approach to positive education. *Frontiers in Education*, 7. doi:10.3389/educ.2022.745850
- Dhiman, S. (2019). Bhakti Yoga: Love and Faith in Leadership. In S. Dhiman (Ed.), *Bhagavad Gītā and Leadership* (pp. 157-177). Cham: Springer International Publishing.
- Madhu, B., & Krishnana, V. R. (2005). Impact of Transformational Leadership and Karma-Yoga on Organizational Citizenship Behavior. *Prestige Journal of Management and Research*, 9(1), 1-20.
- Malhotra, R., & Babaji, S. D. (2020). *Sanskrit non-translatables: The importance of Sanskritizing English*: Manjul Publishing.
- Marinčič, D., & Marič, M. (2018). Conceptualisation of conscious leadership. *Škola Biznisa*, 2018(1), 175-186. doi:10.5937/skolbiz1-20350
- Martin, R. L., & Osberg, S. (2007). Social entrepreneurship: The case for definition. In: Stanford social innovation review Stanford.
- Rant, M. B. (2020a). Sustainable Development Goals (SDGs), Leadership, and Sadhguru: Self-Transformation Becoming the Aim of Leadership Development. *The International Journal of Management Education*, 18(3), 100426-100426. doi:10.1016/j.ijme.2020.100426
- Rant, M. B. (2020b). Sustainable development goals (SDGs), leadership, and Sadhguru: SELF-TRANSFORMATION becoming the aim of leadership development: Article 100426. *The International Journal of Management Education*, 18(3), 1-11.
- Sadhasivam, S., Alankar, S., Maturi, R., Vishnubhotla, R. V., Mudigonda, M., Pawale, D., . . . Subramaniam, B. (2020). Inner Engineering Practices and Advanced 4-day Isha Yoga Retreat Are Associated with Cannabimimetic Effects with Increased Endocannabinoids and Short-Term and Sustained Improvement in Mental Health: A Prospective Observational Study of Meditators. *Evidence-Based Complementary and Alternative Medicine*, 2020, 8438272. doi:10.1155/2020/8438272
- Sadhguru, J. V. (2016). *Inner Engineering*. New York, NY: Penguin Random House.

Simpson, A. V. (2020). Leadership as the Yoga of Love. In A. V. Simpson (Ed.), *Leadership Lessons from the Bhagavad Gita* (First Edition ed., pp. 114-130). Mathura Road: SAGE Publications Pvt Ltd.

Madhu, B., & Krishnan, V. R. (2005). Impact of transformational leadership and karma-yoga on organizational citizenship behavior. *Prestige Journal of management and research*, 9(1), 1-20.

(Baelen & Chang, 2023; Tracy F. H. Chang, Barbara Ley, et al., 2022; Martin & Osberg, 2007; Rant, 2020a; Sadhguru, 2016)

Course Schedule (Subject to change; daily schedule will be announced on site):

Pre-Trip Classes

Class 1 – December 6 A 3-hour Online Pre-Trip Orientation

- Reading:
 - [Isha Yoga Center visitor's guide.](#)
 - Prepare service learning for Isha Vidhya. [Isha Vidhya](#) is a pioneering Education Initiative that seeks to transform the lives of India's [rural poor](#).
 - Review the syllabus.

Class 2 – December 20 Introduction and Overview of Cases of Social Innovations

- Define Conscious Leadership and Social Entrepreneurship.
- Explain UN's SDGs.
- Students will choose one of Isha's economic, educational, social, and ecological projects and present an overview of the project and associated SDGs. They will prepare questions and points of observations.
- Prepare for Isha Vidhya service learning.
- Readings:
 - [The United Nations 17 Sustainable Development Goals \(SDGs\).](#)
 - [Martin, R. L. & Osberg, S. \(2007\). Social Entrepreneurship: The Case for Definition. In: Stanford Social Innovation Review. Stanford.](#)
 - Recommended: Inner Engineering online course (course fee not included in the Rutgers program fee).

Class Schedule at Isha Yoga Center (Subject to Change)

Day 1 December 28: Welcome and Orientation

- 1pm arrived at IYC and check-in at Nalanda Conference Center
- Welcome by Sadhguru Academy
- Orientation
- **Welcome Dinner**

- Cultural program: dining etiquette

Day 2 December 29: Innovation on Education and Work

- Morning and evening yoga classes (Upa Yoga I) by Dr. Chang
- Speaker presentations and field observations
 - [Isha Samskriti](#)
 - [Isha Home School](#)
- Preparation for service learning
- Cultural Program: Indian Classical Music, Dance, or Martial Arts by Isha Samskriti
- Reflect on learning and group discussion

Day 3 December 30: Innovation on Education and Work

- Morning and evening yoga classes (Upa Yoga II)
- **Service Learning** – [Isha Vidhya](#)
- Reflect on learning and group discussion
- Cultural Program: Indian folk dance - Garba

Day 4 December 31: Innovation on Education and Work

- Morning and evening yoga practices (Surya Kriya I)
- **Service Learning** – [Isha Vidhya](#)
- Cultural program: food and cooking demonstration
- **Special Dinner for New Years Eve**
- Reflect on learning and group discussion

Day 5 January 1: Innovation on Education and Work

- Morning and evening Yoga classes (Surya Kriya II)
- **Service Learning** – [Isha Vidhya](#)
- Student presentations and group discussion

Day 6 January 2: Self and Career Development

- Morning and evening yoga practices (Surya Kriya II)
- Visit Isha Vidhya
- Speaker Series:
 - Sadhanapada Panel
 - Hatha Yoga School Panel
- Reflect on learning and group discussion

Day 7 January 3: Innovation on Leadership Development

- Morning and evening yoga practices (Yogasana I)
- Sadhguru Academy Speakers Series:
 - Insight

- Human is Not A Resource
- Cultural Program?
- Reflect on learning and group discussion

Day 8 January 4: Innovation on Leadership Development

- Morning and evening yoga practices (Yogasana II)
- Sadhguru Academy lectures and activities?
- Cultural Program?
- Reflect on learning and group discussion

Day 10 January 5: Decent Work and Sustainable Living

- Morning and evening yoga classes (Yogasana III)
- Speakers series:
 - The textile and craft industries of India
 - Save the Weave
- Site visit – Save the Weave workplaces
- Reflection on learning and group discussion
- Cultural program: How to dress in Indian traditional clothing.

Day 9 January 6: Sightseeing and Nature Walk

- Morning and evening yoga classes (Yogasana IV)
- Kovai kuttralam
- Coimbatore city

Day 11 January 7: Cultural, Architectural, and Historical Sites

- Morning and evening yoga classes
- Visit Temples – Perur Patteeshwarar Temple and Marudhamalai Hill Temple
- Reflect on learning and group discussion

Day 12 January 8: Site Visit – Decent Work and Environmental Initiatives

- Morning and evening yoga classes
- Speaker series:
 - Greenhand Project
 - Rally for River
 - Cauvery Calling
 - Save Soil
- Reflect on learning and group discussion

Day 13 January 9: Decent Work and Sustainable Agriculture

- Morning and evening yoga practices

- Visit farmers at Pollachi or/and Farmer Produce Organization (FPOs)
- Reflect on learning and group discussion

Day 14 January 10: Reflection on learning

- Morning and evening yoga practices
- Student presentations on lessons learned
- **Farewell dinner**

Day 15 January 11: Wrap-up and Farewell

- Morning yoga practices
- Concluding session
- Departure

Individual reflection paper due January 17

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Appendix I Isha Foundation’s Social Projects

Education:

1. **Isha Vidya:** [Isha Vidhya](#) is a pioneering Education Initiative that seeks to transform the lives of India’s [rural poor](#). It was established in 2006 to build an India where high-quality school education is accessible and affordable to all, especially for rural, underprivileged children. Isha Vidhya consists of two projects. Isha Vidya’s ten rural schools served over 8,500 rural children from Kindergarten to 12th Standard. Over 60% of the students – most of whom are first-generation learners – are supported by scholarships. The rest pay a subsidized fee.

Isha Vidhya also carried out critical interventions in 18 rural Government schools in the districts of Tirupur, and Salem in Tamil Nadu, impacting 1,000 students and 40 teachers. The interventions include teacher’s training, remedial programs, special English programs, and programs beyond curriculum (e.g., Yoga, sports, health and environmental awareness, and career guidance).

2. **Isha Home School** is designed to kindle the innate urge within every child to learn and know. The prime focus is not only on developing a child’s intellectual capacities, but also to provide opportunities to explore other dimensions of life. The school consists of junior, middle, and senior schools. The aims of the Home School are:
 - a. To provide children with an inspiring and loving atmosphere that is devoid of fear, ridicule, and comparison.
 - b. To provide children with the opportunity to take up responsibilities for themselves and others and enable them to contribute to the world in which they live.
 - c. To allow a child to grow with an uncluttered intelligence so that they can perceive and experience life as it is, without distortion.
 - d. To mold children into sensible, respectful, and vibrant human beings who have the necessary confidence, openness, and willingness to question themselves and the world around them.
3. **Isha Samskriti** is “preparing children not for the University but for the Universe.” Isha Samskriti allows children to explore their innate capabilities rather than imposing merely informative education on them. A unique blend of Yogic practices, Indian classical arts such as Bharatanatyam and Classical Music, and martial arts such as Kalaripayattu bring balance and stability to the child’s body and mind. [Project Samskriti](#) aims to nurture, preserve, and showcase the magnificence of classical Indian arts as possibilities for transformation and inner growth. Isha Samskriti advanced students and alumni, with years of rigorous training, offer educational programs in Indian classical arts, including music, dance, and Kalaripayattu, to people worldwide.

Career Development:

4. [Isha Hatha School of Yoga](#) is a 21-week residential vocational training program with an international body of trainees. The curriculum does not include just teaching of asanas but ensures the trainees absorb the yogic way of life. Upon successful completion of the program, the trainees are certified by Isha to teach hatha yoga and will receive post-training support.
5. [Sadhanapada](#) is a 7-month residential, personal development, and service-based program. Over a thousand young people join the program yearly to learn yoga practices, enhance their inner capabilities, and contribute through volunteering activities.

Leadership Development:

6. [Isha Leadership Academy](#) offers leadership education that integrates external skill sets with wellbeing tools. Over ten years, it has trained over 3,000 C-level leaders from 50 industries and 25 countries. The Academy emphasizes “cultivating leadership as an innate and intuitive process – beyond strategies or techniques.” Its guiding principle is the importance of managing one’s own mind, body, and energies to manage external situations and people. It aims to create leaders whose human potential has found its fullest expression. Leaders are deeply rooted in their inner wellbeing and operate from a sense of inclusiveness, resulting in more inclusive actions and decisions. The Academy consists of four programs. Two major ones are [Insight](#) and [Human Is Not A Resource](#).
 - a. Insight explores the science of scaling up one’s business and one’s self. Participants see through the eyes of successful leaders.
 - b. Human Is Not A Resource enables a paradigm shift towards seeing human beings as possibilities instead of mere resources.

Economic and Community Development:

7. [Action for Rural Rejuvenation \(ARR\)](#) is a pioneering social outreach program that seeks to transform the lives of India’s rural population. It takes a comprehensive approach to the complex challenges faced by rural communities by implementing a range of health, livelihood, and community revitalization programs. It encompasses many projects in health, sanitation and hygiene, agriculture, and sports.
 - a. The health projects include Isha COVID Action, Mobile Health Clinics, Isha Rural Health Clinics, and Arokiya Alai (Wave of Health – creating awareness on diet, nutrition, disease prevention, personal hygiene and sanitation).

- b. The sanitation and hygiene projects include clean toilets and solid waste management.
- c. The agriculture project involves the Isha’s Farmer Producer Organization (FPO) initiative. This initiative aims to transform the Indian farmer’s life from one of debt traps, suicide, and dwindling resources to one of prosperity, market access, and sustainability. The vision of Isha’s FPO movement is to find micro- and macro-agricultural solutions to the farmer’s bottom line. Velliangiri Uzhavan Producer Company Ltd, one of Isha’s FPO, won the “Best FPO” Award at the Outlook Agriculture Conclave in New Delhi.
- d. The sports projects consist of Isha Gramotsavam and Sports for Transformation. Gramotsavam literally means “celebration of the village.” Isha Gramotsavam organizes a unique celebration of the land and culture that has nourished thousands of generations of the rural masses, which accounts for 75% of the country’s population. ARR uses sports as a tool to unite villagers and take communities beyond caste, creed, and parentage. Sport is a means to enhance physical performance and wellbeing in disadvantaged rural communities; it also serves to promote broader revitalization when matched with appropriate development initiatives. The program has expanded to Africa.

8. [Fashion for Peace](#)

[Save the Weave](#) aims to bring awareness globally and in India about the need to shift to natural fibers. “India is home to over 136 unique weaves and scores of hand-dyeing and printing techniques. Of these, around 55 weaves are on the verge of extinction. Although India has a large share in world trade of cotton yarn, its trade in garments is only 4% of the world’s total. Handloom contributes nearly 15% of cloth production in the country, and India accounts for 95% of the world’s hand-woven fabrics. Although the share of handloom in textile production is small in terms of percentage and revenue at present, it provides employment to 4.4 million weaver families including women in rural areas.” In collaborating with [renowned leading designers](#), the 2019 [Fashion for Peace at New York Fashion Week](#) showcased handmade natural textiles, woven as they have been for thousands of years.

Environmental Initiatives:

9. [Project GreenHands \(PGH\)](#). PGH is a grassroots ecological initiative that enabled the planting of 24 million saplings by 2 million volunteers across South India. PGH earned a Guinness World Record and received the highest environmental award in India – the Indira Gandhi Paryavaran Puraskar (2008) under the Organization Category by the Ministry of Environment and Forests, Central Government.

10. **Rally for River**. Rally for River was a month-long nationwide campaign to address the scarcity of water across rivers in India and raise public awareness of this crisis. India's rivers are depleted. Due to population and development pressures, India's perennial rivers are becoming seasonal. Many of the smaller rivers have vanished. Floods and drought are becoming more frequent. Rally for River raised public awareness of river depletion and drafted national policies for saving the rivers.
11. **Cauvery Calling**. The Cauvery Calling project supports farmers in planting an estimated 2.4 billion trees through agroforestry. These trees will cover one-third of the Cauvery basin and conserve it.
12. **Save Soil** inspires “about four billion people to support policy redirections to safeguard, nurture, and sustain soils” and drives “national policy changes in 193 nations toward raising and maintaining the organic content of soils to a minimum of 3-6%.”

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