



# COMMUNITY SERVICE PROJECT

## Mentor Trainer Training Manual



***Day 1***

# ***Community Service Project***

***Mentor Trainer Training Manual***  
**Sep,2022**



## Day 1 - Training - 6 hours + 1 hour lunch + 2 - 15 mins break

Welcome+ Context Setting	15-20		10:00 -
Dignitaries speak	60-70	90	11:30pm
Break	15	15	11:30 11:45
Ice breaker	10		
Introductions	20		
Intro: Community Service Project, Objectives and Expectations	45	90	11:45 - 1:pm
Lunch Break	60	60	1:00 pm - 2:00 pm
Warm Up	15		
Intro: UN SDG's and SDG agenda 2030	45		2:00 pm - 3:30 pm
Alignment of SDG's and Localisation of SDG's Overview	25	85	
Break	15	15	3:30 pm - 3:45 pm
Intro: NFHS Data, Present reflections on the state of AP & it's Socio Economic Survey	45		
Role of Youth & Mentors in achieving the objectives of Community development program	45	100	3:45 pm - 5:30 pm
Recall + closing	10		

### Session 1 - Welcome + Context setting and Dignitaries speak

Outcomes	<p>Participants will be able to</p> <ol style="list-style-type: none"> <li>1. Get a context of the program</li> <li>2. Expectations and why are they here from the department</li> </ol>
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Time	90 minutes
Materials	<p>PPT - Link the ppt here</p> <p>Notebook for each teacher</p>

Section	Instruction	Time
<b>Welcome</b>	<p>Welcome everyone to the program, smiling - ease them into the call.</p> <p>Points to help ease teachers into call</p> <ul style="list-style-type: none"> <li>- Call out some of teachers as they enter and welcome them</li> <li>- Ask them to respond on how they are over the chat</li> <li>- Welcome to the Day 1 of the mentor training program of Community Service Project</li> <li>- Thank you for joining us today</li> <li>- We will be going in depth of what the program is, why are you all here in a while.</li> <li>- For a quick introduction, we are here to speak of the community service project which is being done by the APSCHE, Yuvatha, Unicef and YuWaah</li> <li>- This project is for 2nd and 3rd students who will have to take up an internship during their summer break</li> <li>- Let's begin this program by inviting our dignitaries to speak a few words about this collaboration and the project</li> </ul>	<b>15-20 mons mins</b>
<b>Dignitaries speak</b>		<b>60 - 70 mins</b>



### Break for 15 mins

### Session 2 - Ice Breaker, Introductions and Intro: Community Service Project, Objectives and Expectations

Outcomes	Participants will be able to  3. Teachers will introduce themselves  4. Teachers will understand more about CSP, it's objectives and expectations
Time	90 minutes
Materials	PPT - Link the ppt here  Notebook for each teacher  Music to be played in the background for visualization and thinking activities

Section	Instruction	Time
<b>Ice Breaker + Introduction</b>	<p>Welcome back dear teachers! Hope you stretched a bit and have had a good tea break. Let's begin with the second session for the day</p> <ul style="list-style-type: none"> <li>- Introduce - Facilitator team introduction</li> <li>- Here are a few things to remember before we begin the session</li> <li>- Please keep a book dedicated for these sessions. It will help for reflections</li> <li>- Some of the topics we speak here you might already know but please allow us to cover it so we all are on the same page.</li> </ul> <p>(add any instructions here FACILITATORS) .</p> <p>Let's begin with a fun activity</p>	<b>30 mins</b>

Tell them that when I tell a sentence if you have done that you will have to switch on your camera for 3 seconds and switch it off

Sentence examples:

- If you have had your breakfast, switch on your camera for 3 seconds and switch it off
- If you are an arts professor
- If you are science professor
- If you know to ride a scooter
- If you are a commerce professor
- If you like being in leadership roles and bringing about a change continue to switch on the camera

**Facilitator Note: Try and use a sentence in the end which will urge them to keep their cameras on**

- Thank you for being a part of this fun activity

Now we all have assembled here, but we don't know who is who right? Let's quickly introduce ourselves

Think of one object that represents you and why

Take 2 mins to think of the object and why it represents you.

For eg: I feel a paint brush will represent me because I like painting.

Take 2 -3 mins to think of the object and why

Time's up!

- Now send in your introduction in the chat box in this format

My Name is \_\_\_\_\_, the object that represents me is \_\_\_\_\_ because \_\_\_\_\_

- While you all are sending your introductions on chat box, can some of you unmute and share too?



	<ul style="list-style-type: none"> <li>- Let's take 5 mins to go through all the introductions</li> </ul> <p><b>Facilitator Note:</b> Ensure you use tagging to get some of them to respond and acknowledge some of the responses</p>	
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<p><b>Intro: Community Service Project, Objectives and Expectations</b></p>	<p>Let's now try and understand why you are here</p> <ul style="list-style-type: none"> <li>- What is community service? Answer in the chat box</li> <li>- Thank you for your responses teachers</li> <li>- Have you ever participated in a community service project - Give us a thumbs up in chat if you have, a no if you have no participated</li> <li>- If you have participated, can some of you unmute and share about it?</li> <li>- How did that make you feel?</li> </ul> <p>Community Service Project is Work done by a person or group of people which will benefit others, It is often done in the area you live in and It is mainly performed on a volunteer basis.</p> <p>These projects benefit</p> <ul style="list-style-type: none"> <li>● Children</li> <li>● Citizens</li> <li>● People with disabilities</li> <li>● Animals</li> <li>● Environment</li> </ul> <p>Our students ( Year) will be working on a community service project during their 2nd year summer holidays. This can be an alternative to their internship or summer project.</p> <p><b>The objectives of this project are</b></p>	<p><b>30 mins</b></p>
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	<ul style="list-style-type: none"> <li>● To sensitize the students to the living conditions of the people</li> <li>● To help students to realize the stark realities of the society</li> <li>● To bring about an attitudinal change in the students</li> <li>● To make students aware of their inner strength</li> <li>● To make students socially responsible citizens who are sensitive to the needs of the disadvantaged sections</li> <li>● To help students to initiate developmental activities in the community in coordination with public and government authorities.</li> <li>● To develop a holistic life perspective among the students</li> <li>● Linking the community and college for mutual benefit</li> </ul> <p>Now that we know the objectives you must be wondering what is different about this project</p> <ul style="list-style-type: none"> <li>● Students as primary change makers</li> <li>● Catering to professional and personal development shaping them into responsible citizens</li> <li>● Understanding different social systems</li> <li>● Making informed choices about social resources</li> <li>● Positively influences their way of living</li> <li>● Decentralised contextual development</li> </ul>	
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Let's look at the Implementation

- Each class/section should be assigned with a mentor.
- The mentor should be a faculty member. Incentive could be given to the faculty mentors in terms of Academic Performance Indicators (API) scores. Or could even be made a compulsory in the service conditions laid down at the time of appointment.
- 4 Credits to be allocated for Community Service Project within the Choice Based Credit System (CBCS).
- The 180 hours of Community Service Project could be done in different areas.
- Specific Departments could concentrate on their major areas of concern. For example, Dept. of Computer Science can take up activities related to Computer Literacy to different sections of people like - youth, women, house-wives, etc... Dept. of Zoology or other life sciences departments could concentrate on health awareness, blood groupings, awareness on blood donation or organ donation, etc. Dept. of Mathematics and Statistics could dwell upon empowering the youth with analytical skills, Dept. of Commerce could create awareness on GST or Income Tax Returns or other taxes or consumerism.
- Sky will be the limit for organizing different programmes, provided



	<p>the faculties are sufficiently motivated.</p> <ul style="list-style-type: none"><li>● A log book has to be maintained by each of the student, where the activities undertaken/involved to be recorded.</li><li>● The log book has to be countersigned by the concerned mentor/faculty incharge.</li><li>● Evaluation to be done based on the active participation of the student and grade could be awarded by the mentor/faculty member.</li><li>● The final evaluation to be reflected in the grade memo of the student.</li><li>● The Community Service Project should be different from the regular programmes of NSS/NCC/Green Corps/Red Ribbon Club, etc.</li><li>● Minor project report should be submitted by each student. An internal Viva shall also be conducted by a committee constituted by the principal of the college.</li><li>● Award of marks shall be made as per the guidelines of Internship/apprentice/ on the job training</li></ul>	
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	<p>How will they conduct the project</p> <ul style="list-style-type: none"> <li>• A group of students or even a single student could be assigned for a particular habitation or village or municipal ward, as far as possible, in the near vicinity of their place of stay, so as to enable them to commute from their residence and return back by evening or so.</li> <li>• The Community Service Project is a twofold one –</li> </ul> <p>First, the student/s could conduct a survey of the habitation, if necessary, in terms of their own domain or subject area. For ex., a student of Arts will focus on socio-economic conditions, social survey and about the Government’s social security schemes. A student of Sciences could take up a survey on the health and hygiene conditions of that habitation, similarly, with other subject areas too. Or it can even be a general survey, incorporating all the different areas.</p> <p>a common survey format could be designed. This should not be viewed as a duplication of work by the Village or Ward volunteers; rather, it could be another primary source of data.</p> <p>Secondly, the student/s could take up a project work related to their</p>	
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	<p>domain or subject area.</p> <ul style="list-style-type: none"> <li>The different areas, could be like –</li> </ul> <p>Agriculture, Health , Marketing and Cooperation , Animal Husbandry, Horticulture, Fisheries, Sericulture, Revenue and Survey, Natural Disaster Management, Irrigation, Law &amp; Order, Excise and Prohibition, Mines and Geology or Energy</p> <ul style="list-style-type: none"> <li>A specific example,</li> </ul> <p>A student of B.Sc (BZC) will first conduct a survey of his/her habitation which could be related to a specific area or in a comprehensive way of socio-economic conditions, covering all the areas listed above.</p> <p>or</p> <p>Could conduct an awareness programme on Health and Hygiene or in Organic Farming or in Fisheries or in advocating prohibition of liquor or about renewable energy, or any other activity in an area as per his/her aptitude and the problems identified in the socioeconomic survey conducted.</p> <ul style="list-style-type: none"> <li>A project work shall be done on a particular topic related to his/her domain subject area.</li> </ul> <p>How the program reaches the students</p> <ul style="list-style-type: none"> <li>The department chooses all master trainers to train the mentor (</li> </ul>	
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	<p>you all) and then you will take this project to the students, You will be their guide and mentor</p> <ul style="list-style-type: none"> <li>- The students will then work on the project in their community</li> </ul> <p>The outcomes of this program are</p> <p><b>BENEFITS OF COMMUNITY SERVICE PROJECT TO STUDENTS</b></p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> <li>• Positive impact on students’ academic learning</li> <li>• Improves students’ ability to apply what they have learned in “the real world”</li> <li>• Positive impact on academic outcomes such as demonstrated complexity of understanding, problem analysis, problem-solving, critical thinking, and cognitive development</li> <li>• Improved ability to understand complexity and ambiguity</li> </ul> <p>Personal Outcomes</p> <ul style="list-style-type: none"> <li>• Greater sense of personal efficacy, personal identity, spiritual growth, and moral development</li> <li>• Greater interpersonal development, particularly the ability to work</li> </ul>	
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	<p>well with others, and build leadership and communication skills</p> <p>Social Outcomes</p> <ul style="list-style-type: none"> <li>● Reduced stereotypes and greater inter-cultural understanding</li> <li>● Improved social responsibility and citizenship skills</li> <li>● Greater involvement in community service after graduation</li> </ul> <p>Career Development</p> <ul style="list-style-type: none"> <li>● Connections with professionals and community members for learning and career opportunities</li> <li>● Greater academic learning, leadership skills, and personal efficacy can lead to greater opportunity</li> </ul> <p>Relationship with the Institution</p> <ul style="list-style-type: none"> <li>● Stronger relationships with faculty</li> <li>● Greater satisfaction with college</li> <li>● Improved graduation rates</li> </ul> <p>BENEFITS OF COMMUNITY SERVICE PROJECT TO FACULTY MEMBERS</p> <ul style="list-style-type: none"> <li>● Satisfaction with the quality of student learning</li> <li>● New avenues for research and publication via new relationships between faculty and community</li> </ul>	
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	<ul style="list-style-type: none"> <li>● Providing networking opportunities with engaged faculty in other disciplines or institutions</li> <li>● A stronger commitment to one's research</li> </ul> <p>BENEFITS OF COMMUNITY SERVICE PROJECT TO COLLEGES AND UNIVERSITIES</p> <ul style="list-style-type: none"> <li>● Improved institutional commitment</li> <li>● Improved student retention</li> <li>● Enhanced community relations</li> </ul> <p>BENEFITS OF COMMUNITY SERVICE PROJECT TO COMMUNITY</p> <ul style="list-style-type: none"> <li>● Satisfaction with student participation</li> <li>● Valuable human resources needed to achieve community goals</li> <li>● New energy, enthusiasm and perspectives applied to community work</li> <li>● Enhanced community-university relations.</li> </ul> <p>We hope you have all understood a gist of the Community Service Project. If you have any questions let's pause for 5 mins ( Facilitator note: pause only if time permits</p> <p>Let's now take a lunch break for 60 mins, It's &lt;add current time&gt; we will</p>	
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	all come back on the same link by < add in time>	
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**Break 60 mins**

**Session 3 -**

Warm Up
Intro: UN SDG's and SDG agenda 2030
Alignment of SDG's and Localisation of SDG's Overview

Outcomes	Participants will get an introduction on 1. UN SDG's and SDG agenda 2030 2. Alignment of SDG's and Localisation of SDG's Overview
Time	90 minutes
Materials	PPT - Link the ppt here  Notebook for each teacher

<b>Warm Up</b>	<p>Hello teacher, hope you all had a healthy meal</p> <p>Hello teacher, hope you all had a healthy meal</p> <p>Inform them that they will be doing a fun activity</p> <ul style="list-style-type: none"> <li>- I have a challenge for you all</li> <li>- You have to start counting down from 20 to 1</li> <li>- You must do this one at a time, without having any overlap in</li> </ul>	<b>15 mins</b>
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	<p>numbers. So, if one of you says “20”, some other must say “19”and so on.</p> <ul style="list-style-type: none"> <li>- - If two of you say the same number simultaneously, the countdown or count up must restart.</li> </ul> <p>Facilitator note - Based on the number of teachers and the difficulty level decided, increase or decrease the upper limit of the counting.</p> <ul style="list-style-type: none"> <li>- Thank the teachers for playing the warm up game.</li> </ul>	
<p><b>UN SDG’s and SDG agenda 2030 Alignment of SDG’s and Localisation of SDG’s Overview</b></p>	<p>Before the break we went through a gist of what a community service project is.</p> <ul style="list-style-type: none"> <li>- Take a min and look at this side and tell us through chat what are things that come up in your mind</li> <li>- Yes we are looking at the Sustainable development goals</li> <li>- Let’s take a quick run through of Sustainable Development goals</li> <li>- It succeeded the Millennium Development Goals (MDG) it is a Set of 17 goals with 169 targets, the Time Period for these goals to be achieved - 2016-2030</li> <li>- The goals are not specific to one region but they are Universal goals, designed to end poverty, protect the planet and ensure peace and prosperity</li> <li>- It Addresses 3 dimensions of development</li> <li>- Economic Growth</li> <li>- Social Inclusion</li> <li>- Environmental Protection</li> <li>- Focus on 5Ps</li> </ul>	<p><b>60 mins</b></p>

	<p>- Do you think these goals are relevant ?</p> <p>Gather a few responses and mention the below points</p>	
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Realistic, Focus driven action-oriented targets



Time-bound, Universal goals



Scope for greater mobilization of global community



Emphasis on sustainable development to address global challenges



Promote innovation, sharing of expertise and best practices



Capture not just targets but also the process

- Let's quickly look at the 17 goals for Development

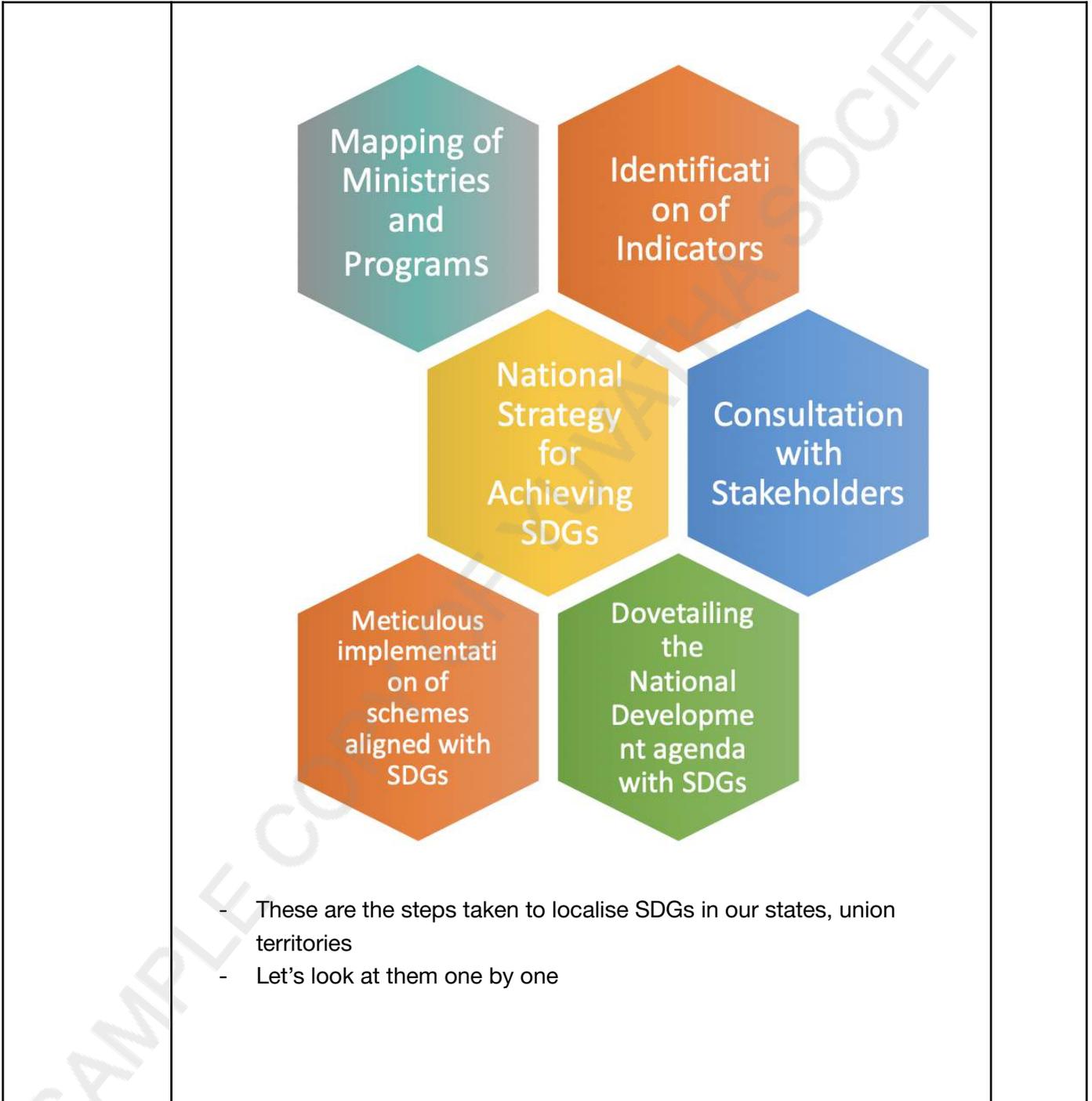


- Each of the goals fall under the 4 main categories

 <p><b>SOCIAL</b></p> <p>SDG 1- No Poverty SDG 2- Zero Hunger SDG 3- Good Health and Well Being SDG 4- Quality Education SDG 5- Gender Equality SDG 6- Clean Water and Sanitation</p>	 <p><b>ENVIRONMENT</b></p> <p>SDG 12- Sustainable Consumption and Production SDG 13- Climate Action SDG 14- Life below Water SDG 15- Life on Land</p>
 <p><b>ECONOMIC</b></p> <p>SDG 7- Affordable and Clean Energy SDG 8- Decent Work and Economic Growth SDG 9- Industry, Innovation and Infrastructure SDG 10- Reduced Inequalities SDG 11- Sustainable Cities and Communities</p>	 <p><b>PEACE AND PARTNERSHIPS</b></p> <p>SDG 16- Peace, Justice and Strong Institutions SDG 17- Partnerships for the Goals</p>

This is the universal level.

Let's now look at how our country is working on achieving the SDGs





- Now let's look closer to home and see how our AP government is implementing SDGs
- All departments and schemes aligned to SDGs- Incorporated as part of Vision 2029 document of the state
- Outcome Budgets prepared for all departments- Departments present targets and indicators and key outcomes
- District Vision statements and policies developed
- SDG monitoring and reporting on 212 indicators through Real-time Outcome Monitoring System.
- Comprehensive and Real-time information disaggregated to district level and presented on public domain
- High level political forum on Sustainable Development conducted in 2017 and sensitization of all level government officials
- Strategies designed for poorly performing blocks and districts.

Let's look at Andhra Pradesh as a state and its focus on community. Andhra Pradesh ranks fourth on 2021 SDG India Index by NITI Aayog. "Navaratnalu" – Flagship program was create to achieve the goals focusing on agriculture, health, education, housing, welfare and other sectors. State Indicator Framework and District Indicator Framework was developed.

Here are some developments

- Improved ranking from 4th in 2018 to 3rd in 2021.
- Top performer in SDG 16 "Peace, Justice and Strong Institutions" and SDG 6 "Clean Water and Sanitation"
- Second Best Performer among all states in SDG 3- Good Health and Well Being.
- Second Best Performer in SDG 8- Decent Work and Economic Growth and SDG 13.
- Climate Action, SDG 14- Life Below Water.
- East Godavari, Visakhapatnam and SPSR Nellore are the top performing districts.

### Navaratnalu

#### 01.YSR Rythu Bharosa

Insurance, interest free loans, Financial support,

#### 04.YSR Jalayagnam

Under this scheme, lakhs of families would be benefited by irrigation projects

#### 07.YSR Asara, Cheyuta

Zero interest loans and reimbursements to SHGs Support for all BC, SC, ST & Minority

#### 02.Fee reimbursement

Ensuring quality education by increasing affordability

#### 05.Ban on Alcohol

ban on sale of alcohol across the State in three stages.

#### 08.Housing for all poor

Housing for the poor irrespective of caste, creed or religion

#### 03.YSR Arogyasri

Universal healthcare

#### 06.Amma Vodi

Support for mothers from poor households to fund education

#### 09.Pensions – Enhancement

Monetary support for the vulnerable sections of society





	<p>Here's a quick and fun activity for you all</p> <ul style="list-style-type: none"> <li>• List 3 Development Themes/Development Goals you think are important</li> <li>• Against each of these development themes/goals, please list out the activities that can be undertaken to achieve these goals in your college/community</li> <li>• Map the relevant SDG to the activities that you have listed</li> </ul> <p>You have 10 mins to do this activity</p> <p>Let's take a quick 15 min break for tea</p>	
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**Break 15 mins**

Intro: NFHS Data, Present reflections on the state of AP & it's Socio Economic Survey and Role of Youth & Mentors in achieving the objectives of Community development program

Outcomes	<p>Participants will be able to</p> <ol style="list-style-type: none"> <li>5. Understand why the project is important from a state perspective</li> <li>6. Understand the role of Youth and Mentors in achieving the objectives of the community</li> </ol>
Time	90 minutes
Materials	<p>PPT - Link the ppt here</p> <p>Notebook for each teacher</p>



<p><b>Intro: NFHS Data, Present reflections on the state of AP &amp; it's Socio Economic Survey</b></p>	<p>We have in the previous session understood what SDGs from a local perspective and how we as a state are making changes towards it.</p> <ul style="list-style-type: none"> <li>- Have you participated in any government surveys/ any survey before?</li> </ul> <p><b>Facilitator note: ask them where how and what was the survey about</b></p> <ul style="list-style-type: none"> <li>- Government of India along with NITI Aayog and other ministries publish various reports across different sectors measuring various aspects.</li> <li>- NHFS Survey Economic Survey State wide Socio Economic Survey Census Good Governance Report NITI Aayog Innovation Index NITI Aayog SDG Index Multidimensional Poverty Index</li> </ul> <p>Why do you think the government collects data and publishes reports?</p> <p>What does these surveys and reports tell us about:</p> <ul style="list-style-type: none"> <li>● Understand the communities and citizens better</li> <li>● Effectiveness of centre and state initiatives /interventions under key economic indicators</li> <li>● Critically analyze the performance of different states in various sectors on key economic and social indicators</li> <li>● Help to identify areas to improve, focus and prioritize to provide better governance</li> <li>● Come up with better policies as per the data</li> </ul>	<p><b>45 mins</b></p>
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In the coming slides we can look at how these reports are shown and the various results and findings of these reports

If you look at this slide- it talks about Andhra Pradesh and its overview, let's spend 5 mins to go through them.

Andhra Pradesh stands 9th in India Innovation Index by NITI Aayog.

It scored the highest of 37.06 when it comes to Business Environment, while it got the lowest of 4.04 when it comes to Knowledge Workers.

Andhra Pradesh stands 20th in Multi-Dimensional Poverty Index (MPI).

MPI is based on multiple and simultaneous deprivations faced by households across health, education and living standards.

- 26.38% of population are deprived of nutrition
- 9.66% are deprived of maternal health
- 11% of population deprived of assets

Andhra Pradesh stands 10th (Group A) in Human Resource Development.

Human Resource Development Sector covers the primary and secondary education, skill development and other related areas.

Andhra Pradesh stands 10th (Group A) in Public Infrastructure and

Utilities. The public infrastructure and utilities sector focus mainly on the governance aspects of the basic services provided by the government such as water supply, sanitation, roads and highways, power and other societal infrastructure.

Our students can refer to these reports before they begin their survey it can be used as a secondary research data for students to prove their



	<p>findings and hypothesis or to have it as a background reading.</p> <p>Niti Aayog report laid 3 recommendations that states can follow to increase performance over different parameters.</p> <p>Have to produce more knowledge and data</p> <p>From analysis we have seen that although the country has performed well in the human capital pillar, however it has not performed well in the knowledge worker pillar. This contrasts with the expectation that the two tend to move simultaneously. This implies that the expenditure on human capital has been unable to create that knowledge base in the country, which could be due to the intricate reasons of bureaucracy, administration, outreach, etc.</p> <p>Demographic Dividend</p> <p>We are yet to take full advantage of our demographic dividend. Given, that about 60% of the population lies in the working age category, there lies a huge scope for more people taking action within the country, whereby the energy and potential of this age group can be channelized.</p> <p>Skill Gap : What we produce + What industry needs</p> <p>One needs to sincerely fill the gap between industry demand and what we produce through our education systems. Universities have the potential to become the go-to-place for industries, for any sort of innovation.</p> <p>To improve Andhra Pradesh state's on above Parameters, following 3 things has to be done:</p>	
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	<ol style="list-style-type: none"> <li>1. Better understanding of communities</li> <li>2. Involving young people in solving problems. Utilizing the advantage of demographic dividend.</li> <li>3. Civic participation + Initiatives</li> </ol>	
<p><b>Role of Youth and Mentors in CSP</b></p>	<p>In alignment with Nation’s vision and involve young people in solving community problems, government of Andhra Pradesh launched Community Development Program and within that the Community Service project has been launched to drive positive change in the communities</p> <p>The objectives of this program will be</p> <ul style="list-style-type: none"> <li>● Sensitise students with living conditions of people around them</li> <li>● Help students understand realities of the communities</li> <li>● Bring an attitudinal change in the students and help them develop a sense of social responsibility, responsibility, and accountability</li> <li>● Make students discover their inner strengths and help them to find innovative solutions to the social problems.</li> <li>● Make students socially responsible citizens who are sensitive to the needs of the disadvantaged sections.</li> <li>● Help students initiate development activities in the community by providing needed support</li> </ul> <p>➤ By providing an opportunity for students to solve problems and support their problem solving journey, the Community Development Program acts as a starting point to become innovators and entrepreneurs.</p>	<p><b>20 mins</b></p>



	<p>➤ Nurturing Problem Solving abilities through CDP</p> <p>Is Community Development the responsibility of Government alone? Community development is the participation of people in a mutual learning experience involving themselves and their local resources</p> <p>(People+Participation= Community Development)</p> <p>Who are the people here?? Socially responsible citizens who work for the benefit of the entire community.</p> <p>What is Participation? The involvement of people to understand and solve problems</p> <p>Why involve Youth?</p> <ul style="list-style-type: none"> <li>● Access to hard-to-get samples</li> <li>● Less cynical, affinity to technology, and can take more risks</li> <li>● Increased understanding and better interpretation of data</li> <li>● It's important for them to be Addressing community needs and challenges as they are the future of the country</li> </ul> <p>Students can also...</p> <ul style="list-style-type: none"> <li>● Act as facilitators for gov/non-govt agencies in the college</li> <li>● Associate with other non-govt entities working in that habitat</li> <li>● Rope in district administration for deployment of the program</li> <li>● Organise in-house training and induction Program</li> </ul> <p>Benefits to students</p> <ul style="list-style-type: none"> <li>● Skill Development</li> <li>● Social Competencies</li> <li>● Self confidence</li> <li>● Identity exploration</li> <li>● Social Capital</li> </ul> <p>Let's look at a Case Study of Terai, Nepal when the youth were involved in a community development project</p> <ul style="list-style-type: none"> <li>● Political instability- Government and Nepal Maoists</li> </ul>	
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	<ul style="list-style-type: none"> <li>● Government failed to fulfil the expectations of the people that led to increase in criminal activities</li> <li>● The Government officials worked from the district headquarters because of security issues</li> <li>● The rural communities therefore did not have access to even basic facilities</li> <li>● To address such conflict imposed vulnerabilities and to empower youth many organizations came forward and funded community development projects in Central and Eastern Terai.</li> <li>● These projects empowered youth to work on small-scaled development projects with other community members.</li> <li>● The Youth worked on projects like school infrastructure, health camps, rural roads, and hand pumps etc.</li> <li>● They even spread awareness on self-reliance and mobilized community funds to development activities.</li> <li>● They have set up Youth Mobilization Committee and strengthened the local Government and worked on bigger issues like Electricity, irrigation, etc.</li> <li>● This competence made the youth members to get invited for council meetings and thus they became important decision makers of the community.</li> </ul> <p>Do you feel all youth are taking part in community development projects?</p> <p>Gaps of Youth Participation in Community Development</p> <ul style="list-style-type: none"> <li>● Inadequate awareness</li> <li>● Lack of motivation</li> <li>● Lack of professional connections</li> <li>● Improper program planning</li> <li>● Lack of Funds</li> </ul> <p>The program will help give awareness, motivation through you mentors, program/project planning template will be given to the students.</p> <p>Though his program does not provide fund, if a student is working in a particular field, we can through professional connection, connect the students to experts in the industry.</p> <p>In order to get them motivated we need someone to guide them and be a their mentors</p>	
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	<ul style="list-style-type: none"> <li>• What is mentoring? Who is a mentor? Mentorship is the influence, guidance, or direction given by a mentor. A mentor is someone who teaches or gives help and advice to a less experienced and often younger person.</li> </ul> <p>Role of a Mentor in CDP</p> <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Advisor</li> <li>• Liaison</li> <li>• Role Model</li> <li>• Coach</li> <li>• Confidante</li> </ul>	
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<b>Recall and closing</b>	<p>We have almost come towards the end of our sections Let's quickly look at what all we did</p> <ul style="list-style-type: none"> <li>- Ask teachers to share what we did today</li> <li>- Summarize with the below points</li> </ul>	<b>25mins</b>
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	<ul style="list-style-type: none"> <li>● Intro: Community Service Project, Objectives and Expectations</li> <li>● Intro: UN SDG's and SDG agenda 2030</li> <li>● Alignment of SDG's and Localisation of SDG's Overview</li> <li>● Intro: NFHS Data, Present reflections on the state of AP &amp; it's Socio Economic Survey</li> <li>● Role of Youth &amp; Mentors in achieving the objectives of Community development program</li> </ul> <p>We will be opening the floor for some questions now. We have allocated 10 minutes for it. We might have to cut this conversation in 10 mins. But we will be sharing a feedback form where you can post you questions as well.</p> <p>Thank you teachers for being a part of today's session</p> <p>Poll: How are you feeling? (Excited, bored, tired, energetic)</p> <p>We will see you all for Day 2's session _____</p> <p>Thank you once again for being a wonderful participant for today's session</p> <p>See you all for the next sessions at _____.</p>	
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## ***Day 2***

# ***Community Service Project***

***Mentor Trainer Training Manual***  
**Sep,2022**



## Day 2 - Training - 5 hours + 1 hour lunch + 2 - 15 mins break

Welcome	20	90	10:00 -
Agenda	5		11:30pm
Intro. To Design thinking & Alignment of Design thinking Principles to Community Development Program	60		
Break	15	15	11:30 - 11:45
Identification of a Problem , Framing a Research Question • Problem Tree Exercise	75	75	11:45 - 1:pm
Lunch Break	60	60	1:00 pm - 2:00 pm
Warm Up	15	75	2:00 pm - 3:15 pm
Role of all stake holders	60		
Break	15	15	3:15 pm - 3:30 pm
8 week split	10	60	3:45 pm - 5:30 pm
QnA	45		
Recall + closing	10		

### Session 1 - Welcome + recap+ agenda + design thinking

Outcomes	Participants will be able to  1. Get an idea of design and how it will help our students
Time	90 minutes



Materials	<p>PPT - Link the ppt here</p> <p>Notebook for each teacher</p>
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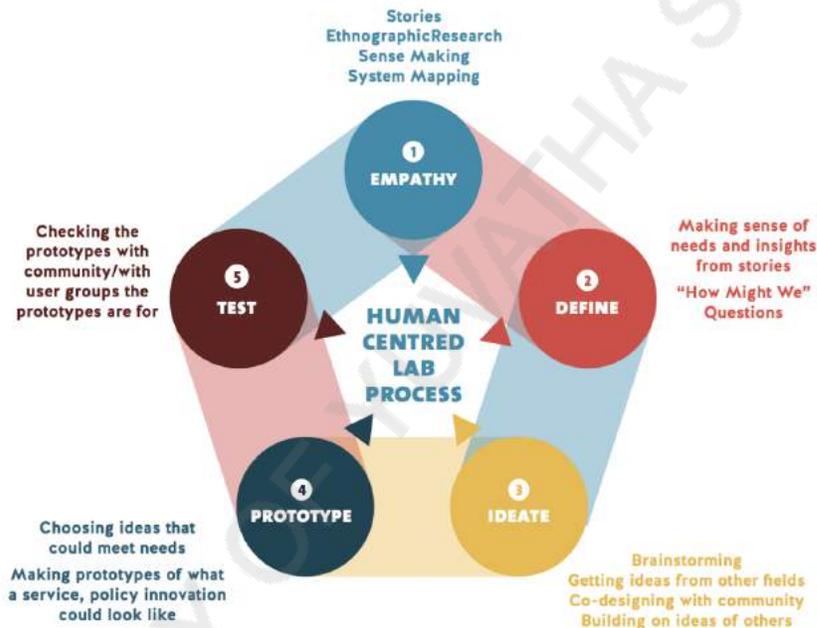
Section	Instruction	Time
<b>Welcome + recap</b>	<p>Welcome everyone to the program, smiling - ease them into the call.</p> <p>Points to help ease teachers into call</p> <ul style="list-style-type: none"> <li>- Call out some of teachers as they enter and welcome them</li> <li>- Ask them to respond on how they are over the chat</li>   <li>- Welcome to the Day 2 of the mentor training program of Community Service Project</li> <li>- Thank you for joining us today</li> </ul> <p>It's time for some recap. But let's do it in a quiz way</p> <ul style="list-style-type: none"> <li>● Share any 1 objective of Community Service Project?</li> <li>● How many hours of engagement?</li> <li>● How many credits are allotted?</li> <li>● What does SDG stand for?</li> <li>● AP stands at __th rank in the Multi-dimensional poverty index.</li>   <li>● 3 recommendations given by NITI Ayog</li> </ul> <p>Producing more knowledge and data Demographic dividend Addressing Skill Gap</p>	<b>20 mins</b>



	<ul style="list-style-type: none"> <li>• Why do we need a mentor?</li> <li>• Mention any 2 roles of a mentor in CSP</li> </ul> <p>Teacher      Advisor Liaison      Role Model Coach Confidante</p> <p>Thank teachers for taking part in this</p> <p>Here's a quick recap of yesterday</p> <ul style="list-style-type: none"> <li>• Intro: Community Service Project, Objectives and Expectations</li> <li>• Intro: UN SDG's and SDG agenda 2030</li> <li>• Alignment of SDG's and Localisation of SDG's Overview</li> <li>• Intro: NFHS Data, Present reflections on the state of AP &amp; it's Socio Economic Survey</li> <li>• Role of Youth &amp; Mentors in achieving the objectives of Community development program</li> </ul>	
<p><b>Agenda</b></p>	<ul style="list-style-type: none"> <li>- Design thinking</li> <li>-</li> </ul>	<p><b>5 mins</b></p>
<p><b>Design Thinking -</b></p>	<p>Our students will be going through different forms of design thinking in this project.</p> <p>Let's now explore and see what design thinking is</p> <p>For now to learn more on design thinking we will have to follow 3 norms</p> <ul style="list-style-type: none"> <li>- Participate</li> <li>- Be hands on</li> <li>- Have fun</li> </ul> <p>When you look at these slides what is the first thing that is coming to your mind?</p> <p>&lt;Expected answer: water bottle&gt;</p>	<p><b>60</b></p>

	<p>I have a challenge for you</p> <ul style="list-style-type: none"><li>- First draw a bottle in your books</li><li>- Take 5 mins to draw the bottle</li><li>- Send pictures of the bottle</li><li>- Next in the chat box explain your bottle</li></ul> <p>&lt;Some can respond through chat and some through unmuting&gt;</p> <p>Now think if you were to design this bottle for an old woman or a cyclist or office goers how would you design it differently?</p> <ul style="list-style-type: none"><li>- Choose one user among these three</li><li>- Take 5 mins to make the changes to your bottle</li><li>- Draw the changes</li></ul> <p>Once all are done</p> <ul style="list-style-type: none"><li>- Next in the chat box explain your bottle</li><li>- Tell us who your user is and what changes did you make to the bottle</li></ul> <p>To make the bottle better you understood who the user is and upgraded the bottle as per their needs</p> <p>What do you think we did?</p> <p>Gather a few responses</p> <p>Design thinking is both a process and an ideology (way of thinking) that seeks to solve complex problems in a user-centric way. It focuses on achieving practical results and solutions that are:</p> <ul style="list-style-type: none"><li>● Technically feasible: They can be developed into functional products or processes;</li><li>● Economically viable: The business can afford to implement them;</li><li>● Desirable for the user: They meet a real human need.</li></ul>	
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- Let's look at the design thinking framework
- Explain the 5 steps



- The key principles of design thinking are
- **User centrality or Empathy:**

Did we empathize with the Users while designing the bottle?  
(Rate 1-5 on chat)

- **Collaboration:**

Did we collaborate with the Users while designing the bottle?  
(Rate 1-5 on chat)

- **Ideation:**

Did we ideate while designing the bottle? (Rate 1-5 on chat)



	<ul style="list-style-type: none"> <li>- <b>Experimentation and iteration:</b> Did we test and improve the design of the bottle? (Rate 1-5 on chat)</li> <li>- <b>Bias towards action:</b> Did we show bias towards actions while designing the bottle? (Rate 1-5 on chat)</li> </ul> <p>Let's try and implement design thinking in our every day life, with issues we face as teachers</p> <ul style="list-style-type: none"> <li>- Some students are bored in class, unable to connect to the subject</li> </ul> <p>What could some of the reasons be for this</p> <ul style="list-style-type: none"> <li>- How might we make the class engaging for students to develop a passion towards this subject?</li> </ul> <p>What all will you do to make class more engaging</p> <p>Take 5 mins to note down the steps</p> <p>Share your steps through chat</p>	
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	<div style="text-align: center;"> </div> <p>How do I approach the challenge?      How do I interpret my findings?      What do we create?      How do I build my idea?      How do I prove and improve the idea?</p> <p>Does your way of applying Design Thinking make good use of the 5 Design Thinking Principles?</p> <ul style="list-style-type: none"> <li>• Which principle did you use?</li> <li>• Which principle didn't you use?</li> <li>• How can you improve your approach?</li> </ul> <p>Do you think this way of thinking is useful for the Youth Participants within the CDP Program?</p> <p>Let's take an example</p> <p><b>PROBLEM</b>  <b>Open defecation</b> causing a lot of illnesses in Uttar Pradesh State, India.</p> <p><b>IDEA</b>  <b>Build</b> state funded <b>toilets</b> for every household</p> <p><b>IMPLEMENT</b>          Toilets built! Yippiee!</p> <p>Was there anything that was missed out?</p>	
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	<p>&lt;expected answer no&gt;</p> <ul style="list-style-type: none"> <li>- Didnt speak to users</li> <li>- Their comfort</li> <li>- What they want etc</li> </ul> <p>As our students work on issues or problems around them. They will be using design thinking to solve the challenges.</p> <p>We will be looking deeper into this in our upcoming sessions.</p> <p>Let's take a quick 15 mins tea break</p>	
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**Break for 15 mins**

**Session 2 - Identification of a Problem , Framing a Research Question**

- Problem Tree Exercise

Outcomes	<p>Participants will be able to</p> <p>2. Teachers will understand how to identify a problem, frame a research question and how a problem tree analysis works</p>
Time	60 minutes
Materials	<p>PPT - Link the ppt here</p> <p>Notebook for each teacher</p> <p>Music to be played in the background for visualization and thinking activities</p>



Section	Instruction	Time
<p><b>Identification of a Problem , Framing a Research Question</b></p> <ul style="list-style-type: none"> <li>● <b>Problem Tree Exercise</b></li> </ul>	<p>Let's do a quick recap of what we will did before the break</p> <p>What did we do?</p> <p>5 steps of design thinking are?</p> <p>How is it useful for the community development program?</p> <ul style="list-style-type: none"> <li>- The first step of the design thinking is to empathise and define the problem</li> </ul> <p>Let's first look at what a problem is</p> <p>What according to you is a problem?</p> <p>&lt;Any issue or challenge that affects the community is a problem&gt;</p> <p>How do we identify that there is a problem in a community?</p> <p>Observation</p> <p>Interviews</p> <p>Group discussions</p> <p>Document reviews</p> <p>Experiences</p> <p>Once we identify problem through the different methods mentioned</p> <p>We will have to then find out what the right problem is for us to work on.</p> <p>For the we have a framework attached</p>	<p><b>75 mins</b></p>

## What is the right problem

Giving scores of 1-5

Problem	<b>Urgency</b> How badly is it affecting the environment ?	<b>Knowledge</b> How much can you understand about this problem ?	<b>Ability</b> How confident are you to solve the problem ?	<b>Interest</b> How interested are you to solve the problem ?	<b>Total Score</b> <i>Higher the score, more it should be solved</i>
Problem 1					
Problem 2					
Problem 3					

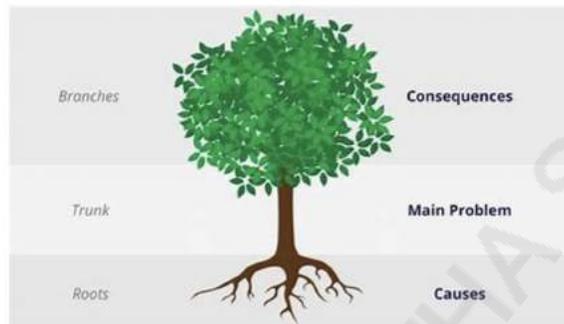
For example

Problem	<b>Urgency</b> How badly is it affecting the environment ?	<b>Knowledge</b> How much can you understand about this problem ?	<b>Ability</b> How confident are you to solve the problem ?	<b>Interest</b> How interested are you to solve the problem ?	<b>Total Score</b> <i>Higher the score, more it should be solved</i>
Garbage is not being collected	4	3	3	2	12
There is no drinking water facility in the staff room	3	4	4	3	14
No wifi in college campus	2	4	2	5	13

Choose the problem with the high total score

Once a problem is identified, it's time to deeply understand what is causing it, for which we will be using a method called problem tree analysis

Problem tree helps you map the causes and effects of a problem and gives a better understanding of the current situation.



The main problem goes on to the trunk, what is causing it becomes the roots and the consequences of it becomes the branches. We will be going through this in depth in the next session

Once we have identified the problem and one main cause for it. Before we go ahead and research we will be: Framing a problem statement

**Causes+Effects+Users Affected** = Problem Statement

Example: There is a water shortage in the village as there is no proper drainage system and the children of the village are falling sick and missing school

**There is a water shortage in the village** as **there is no proper drainage system** and the **children of the village are falling sick and missing school**

Here's a sample: Because of lack of data, not every ration shop is getting the required load of sugar and the members of community are spending extra amount on sugar.



	<p>Which one here is the problem, cause and consequence?</p> <p>Because of lack of data (Cause), not every ration shop is getting the required load of sugar (effect) and the members of community are spending extra amount on sugar (Main problem/user affects).</p> <p>Once we have the problem statement formed we will then come up with a research question, this is what helps us to go ahead to do research</p> <p>What is a research question ? - A question that addresses an issue or a problem which through analysis and interpretation of data, is answered in study's conclusion. It is important as it sets a foundation for research</p> <p>Let's look at some problem statements and see how we can turn them into research questions</p> <p>Problem statement merely explains the context of the problem with its causes and effects</p> <p>Example: Because of lack of data, not every ration shop is getting the required load of sugar and the members of community are spending extra amount on sugar.</p> <p>However, Research question will help you research about the problem and come to a conclusion. It is the basis for setting hypothesis and by the end of the research you either prove or disprove the hypothesis.</p> <p>Example: Would having sufficient data of the districts ration shops help in supply of essentials?</p> <p>Working Hypothesis:Lack of data is making the consumers spend more</p> <p>Null Hypothesis: Lack of data is not contributing.</p> <p>Let's look at how the question should be framed?</p>	
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- Focus on one problem
- Should be researchable (through primary or secondary data)
- Feasible as per time frame and practical constraints
- Specific (every part should get an answer)

Students will also look at then designing survey through different methods which we will be looking into in the upcoming sessions

Here's the summary of the program

<Read in the points>





<b>QnA</b>	<p>Let's pause here and check if we have any questions with all the points we discussed so far? We have 15 mins for the QNA</p> <p>Let's break for lunch</p>	<b>15 mins</b>
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**Break 60 mins**

**Session 3 -**

Warm Up
Roles of all 3 stake holders involved

Outcomes	<p>Participants will get an introduction on</p> <ol style="list-style-type: none"> <li>1. All the three stakeholder briefly and their roles</li> </ol>
Time	90 minutes
Materials	<p>PPT - Link the ppt here</p> <p>Notebook for each teacher</p>

<b>Warm Up</b>	<p>Inform them that they will be doing a fun activity</p> <p>Start by calling out something to touch such as “touch blue” or “touch something warm.” Each participant then has to move and touch something that is blue or warm. This might be something on their desk, an item of</p>	<b>15 mins</b>
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	<p>clothing, or something they have to go and find on their bookshelf. The last person to find an object then has to select the next attribute.</p> <p>If you want to make it a little more competitive, give everyone fifteen seconds to find something and eliminate those players who don't find anything in time. Keep playing and make things more complicated or reduce the time until one player remains. It can also be effective to do quick-fire rounds of this energizer throughout a workshop to keep participants on their toes!</p> <p>Thank the teachers for playing the warm up game.</p>	
<p><b>Role of all three stakeholders</b></p>	<p>Let's look at the three stakeholders and their roles in this project</p> <p>Role of students</p> <ul style="list-style-type: none"> <li>● Students may not have the expertise to conduct all the programmes on their own. The students then can play a facilitator role and conduct the programmes involving Governmental agencies, Non-Governmental agencies or faculties of their college, etc.</li> <li>● For conducting special camps like Health related, they will be coordinating with the Governmental agencies.</li> <li>● As and when required the College faculty (mentor) themselves act as Resource Persons.</li> <li>● Students can work in close association with Non-Governmental Organizations like Lions Club, Rotary Club, etc or with any NGO actively working in that habitation. And also with the Governmental Departments. If the programme is rolled out, the District Administration could be roped in for the successful deployment of the programme.</li> <li>● Students will be expected to daily log their work and submit a project report at the end of the project</li> <li>● Students will be given a curriculum which will be self paced and guide with step by step chapters on how to conduct this project</li> </ul> <p>Role of master trainers</p>	<p><b>60 mins</b></p>



	<ul style="list-style-type: none"> <li>● A chosen set of master trainers from the department will attend Master Trainer Training sessions to understand the project and it's outcomes</li> <li>● The training session will be conducted for 7days with 4 online and 3 offline sessions</li> <li>● The master trainers will further train the chosen mentors from each institute on the project delivery and it's outcomes</li> <li>● The master trainer will play the role of a facilitator for the mentors and guide them on the further execution of the project</li> <li>● Master trainers will encourage the mentors to ensure the project is delivered to the students and constant follow-ups are done</li> <li>● The master trainer will also be the POC for external team and mentors</li> <li>● Master trainers will motivate the mentors to stay connected with the project and their mentees</li> <li>● Master trainers will also ensure smooth functioning of the project and problem solve any issues</li> </ul> <p>Role of mentors</p> <ul style="list-style-type: none"> <li>● A chosen set of mentors trainers from the department will attend Mentor Trainer Training sessions to understand the project and it's outcomes</li> <li>● The training session will be conducted for 7 days with 4 online and 3 offline sessions</li> <li>● The mentor will play the role of guide for the students</li> <li>● Mentors will encourage the students to be motivated to work on the project and constant follow-ups are done with the students</li> <li>● The mentor will also be the POC between the master tainers, department and the students</li> <li>● Mentors will also ensure smooth functioning of the project and problem solve any issues</li> <li>● As and when required mentors themselves act as Resource Persons to the students</li> <li>● There will be only internal evaluation for this internship. Each faculty member/ mentor is to be assigned with 10 to 15 students depending upon availability of the faculty members/mentors</li> <li>● The faculty member will act as a faculty-mentor for the group and is</li> </ul>	
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	<p>in-charge for the learning activities of the students and also for the comprehensive and continuous assessment of the students.</p> <ul style="list-style-type: none"> <li>• The mentor will grade the student project reports</li> </ul> <p>How student's project will be assessed- briefly</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> <li>• To facilitate an understanding of the issues that confronts the vulnerable / marginalized sections of the society.</li> <li>• To initiate team processes with the student groups for societal change.</li> <li>• To provide students an opportunity to familiarize themselves with urban / rural community they live in.</li> <li>• To enable students to engage in the development of the community.</li> <li>• To plan activities based on the focused groups.</li> <li>• To know the ways of transforming the society through systematic programme implementation.</li> </ul> <p>The following is the evaluation methodology for awarding marks/grades.</p> <ul style="list-style-type: none"> <li>• There will be only internal evaluation for this internship. Each faculty member is to be assigned with 10 to 15 students depending upon availability of the faculty members. The faculty member will act as a faculty-mentor for the group and is in-charge for the learning activities of the students and also for the comprehensive and continuous assessment of the students.</li> <li>• The assessment is to be conducted for 100 marks. The number of credits assigned is 4. Later as per the present practice the marks are converted into grades and grade points to include finally in the SGPA and CGPA.</li> </ul> <p>The weightings shall be: We will be looking into this in depth in the upcoming sessions</p> <ul style="list-style-type: none"> <li>• Project Log 20%</li> <li>• Project Implementation 30%</li> </ul>	
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	<ul style="list-style-type: none"> <li>● Project report 25%,</li> <li>● Presentation 25%</li> </ul> <p>Each student is required to maintain an individual logbook, where he/she is supposed to record day to day activities. The project log is assessed on an individual basis, thus allowing for individual members within groups to be assessed this way. The assessment will take into consideration the individual student's involvement in the assigned work.</p> <p>While grading the student's performance, using the student's project log, the following should be taken into account:</p> <ul style="list-style-type: none"> <li>● <b>The individual student's effort and commitment.</b></li> <li>● <b>The originality and quality of the work produced by the individual student.</b></li> <li>● <b>The student's integration and co-operation with the work assigned.</b></li> <li>● <b>The completeness of the logbook.</b></li> </ul> <p>The assessment for the Community Service Project implementation shall include the following components and based on the entries of Project Log and Project Report:</p> <ul style="list-style-type: none"> <li>● Orientation to the community development</li> <li>● Conducting a baseline assessment of development needs</li> <li>● Number and Quality of Awareness Programmes organised on beneficiary programmes and improvement in quality of life, environment and social consciousness, motivation and leadership, personality development, etc.</li> <li>● Number and Quality of Intervention Programmes (Prevention or promotion programs that aim to promote behavioural change in defined community contexts to address social problems) organised.</li> <li>● Follow-up Programmes suggested (Referral Services, Bringing Community Participation)</li> <li>● Developing short and mid-term action plans in consultation with local</li> </ul>	
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leadership and local government officers.

Example:

Name of the Student:	X. YY ZZZ	
Class & Year of Study	II B.A. 2021 - 2022	
Registered Number	000000	
<b>Assessment Component</b>	<b>Max Marks</b>	<b>Marks Secured</b>
1. Project Log	20	15
2. Project Implementation	30	20
3. Project Report	25	20
4. Presentation	25	20
<b>TOTAL OUT OF 100</b>	<b>100</b>	<b>75</b>

Letter grade	Grade Point	Credits	Credit Point
O (outstanding)	10	2	20
A+ (Excellent)	9	2	18
A (Very Good)	8	2	16
B+ (Good)	7	2	14
B (Above average)	6	2	12
C (Average)	5	2	10
D (Pass)	4	2	8
F (Fail)	0	2	0
Ab (Absent)	0	2	0

In the above example, 75 marks are converted to letter grade / grade point.

Letter grade	Grade Point	Credits	Credit Point
B+ (Good)	7	2	14

Let's take a quick 15 min break for tea

**Break 15 mins**

8 week split and QnA



Outcomes	<p>Participants will be able to</p> <ol style="list-style-type: none"> <li>3. Understand what will the students have to do in the 8 weeks of the program</li> <li>4. Clear their doubts and concerns</li> </ol>
Time	90 minutes
Materials	<p>PPT - Link the ppt here</p> <p>Notebook for each teacher</p>

<p><b>8 weeks split and QNA overall</b></p>	<p>Duration: 8 weeks</p> <p>Schedule:</p> <p><b>Socio-Economic Survey of the Village/Habitation (Two weeks):</b> A group of students under the guidance of faculty mentors conduct a Socioeconomic Survey of the Village/habitation. They will interact with people to acquire basic knowledge on the project chosen for study and conduct the survey using a structured questionnaire.</p> <p><b>Community awareness campaign (one week):</b> The students group takes up community awareness campaigns based on the above survey conducted by identifying the problems or vulnerable issues. They may also conduct house to house campaign on socially relevant theme. Ex: Government welfare programs, health care, consumer protection, food adulteration, digital transactions, information sources, etc.</p>	<p><b>45 mins</b></p>
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	<p><b>Main Project (4 weeks):</b> A group of students choose a topic related to their subject area and conduct a Project which includes, Data collection, interviews, internship in any select unit or department.</p> <p><b>Report preparation (one week):</b> The student should submit a project report duly signed by the mentor.</p> <p>Next 30 mins we will pausing for Questions and answers.</p> <p>Please feel free to ask if you have any questions or concerns, we might now have answers for all but we will try and answer our best and also note down your concerns</p>	
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<p><b>Recall and closing</b></p>	<p>We have almost come towards the end of our sections Let's quickly look at what all we did</p> <ul style="list-style-type: none"> <li>- Ask teachers to share what we did today</li> <li>- Summarize with the below points</li> <li>•</li> <li>•</li> </ul>	<p><b>25mins</b></p>
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	<ul style="list-style-type: none"> <li>- At the end of training sessions, all supporting materials will be shared all at once.</li> <li>- We have taken note of all of your concerns and questions, and we will talk to the department and get answers.</li> <li>-</li> <li>- Additionally, we will work with the department to guarantee that this programme is executed without difficulty.</li> </ul> <p>We will be opening the floor for some questions now. We have allocated 10 minutes for it. We might have to cut this conversation in 10 mins. But we will be sharing a feedback form where you can post your questions as well.</p> <p>Thank you teachers for being a part of today's session</p> <p>Poll: How are you feeling? (Excited, bored, tired, energetic)</p> <p>We will see you all for Day 2's session _____</p> <p>Thank you once again for being a wonderful participant for today's session</p> <p>See you all for the next sessions at _____.</p>	
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SAMPLE COPY OF YUVATHA SOCIETY



## **Day 3**

# **Community Service Project**

**Mentor Trainer Training Manual**  
**Sep,2022**



**Day 3 - Training - 6 hours + 1 hour lunch + 2 - 15 mins break**

Welcome	15		
Ice Breaker	10		
Introduction	20		
Recap	20		
Agenda	5	90	10:00 - 11:30pm
Why are you here and expectations from the program	30		
Break	15	15	11:30 - 11:45
Identifying issues around us and mapping them to SDGs Identifying the problem and solution	75	75	11:45 - 1:pm
Lunch Break	60	60	1:00 pm - 2:00 pm
Warm Up	15 - 20		
Problem tree analysis , Framing the problem statement and research question	60-70		2:00 pm - 3:45 pm
Regrouping and sharing	15 - 20	105	
Break	15	15	3:45 pm - 4:00 pm
Who is a facilitator	45		
Notice any facilitator actions I might have done today	20	90	4:00 pm - 5:30 pm
Recall + Homework	25		



**Session 1 - Welcome + Introduction + Agenda + Why are they here and the expectations from the program**

Outcomes	Participants will be able to <ol style="list-style-type: none"> <li>1. Introduce themselves to their peers</li> <li>2. Understand the entire program</li> <li>3. Expectations and why are they here</li> </ol>
Time	90 minutes
Materials	PPT - Link the ppt here Notebook for each teacher

Section	Instruction	Time
<b>Welcome</b>	<p>Welcome everyone to the program, smiling - ease them into the call.</p> <p>Points to help ease teachers into call</p> <ul style="list-style-type: none"> <li>- Call out some of teachers as they enter and welcome them</li> <li>- Ask them to respond on how they are over the chat</li> <li>- Welcome to the Day 3 of the Mentors training for Community Service Project</li> <li>- Introduce - Yuvatha team members if required + Facilitator team introduction</li> </ul>	<b>15 mins</b>



	<ul style="list-style-type: none"> <li>- Here are a few things to remember before we begin the session</li> <li>- Please keep a book dedicated for these sessions. It will help for reflections</li> <li>- Some of the topics we speak here might feel repetitive or you might already know but please allow us to cover it so we all are on the same page. (add any instructions here)</li> </ul>	
<p><b>Ice Breaker</b></p>	<p>IceBreaker to get teachers to switch on their cameras or get comfortable and tuned in.</p> <p>Opt 1: Tell them that when I tell a sentence if you have done that you will have to switch on your camera for 3 seconds and switch it off</p> <p>Sentence examples:</p> <ul style="list-style-type: none"> <li>- If you have had your breakfast, switch on your camera for 3 seconds and switch it off</li> <li>- If you are an arts professor</li> <li>- If you are science professor</li> <li>- If you know to ride a scooter</li> <li>- If you are a commerce professor</li> <li>- If you like being in leadership roles continue to switch on the camera</li> </ul> <p><b>Facilitator Note: Try and use a sentence in the end which will urge them to keep their cameras on</b></p> <p>Opt 2: Let's know how you are feeling today in comparison to the weather. Describe your mood as a weather report Eg: I am feeling bright and sunny or I am feeling dull and rainy etc</p> <p style="background-color: #e0ffe0; padding: 2px;">This can be done as a poll as well if the group is large</p>	<p><b>10 mins</b></p>
<p><b>Introduction</b></p>	<p>It's time to get to know each other</p>	<p><b>20 mins</b></p>



	<ul style="list-style-type: none"> <li>- Let's share our name</li> <li>- Which college are we working in</li> <li>- What subject are we teaching</li> <li>- What do you remember about the last 2 days of the training we did</li> </ul> <p>For eg: My name is _____ and I work with _____ and I teach _____ . What I remember of the training is _____</p> <ul style="list-style-type: none"> <li>- Tell them they have 2 mins to think of the answer</li> <li>- Once their response is ready. request them to raise their hand and we will give you a choice to unmute and respond.</li> </ul> <p><b>Facilitator Note: Don't ask for their position to avoid hierarchy being at play. Please also be prepared to introduce yourself and let the co facilitator have his/her response ready. This will come in handy while tagging.</b></p> <ul style="list-style-type: none"> <li>- Your 2 mins start now.</li> <li>- Time's up. Let's begin introducing ourselves. If you are unable to unmute and chat please respond on the chat box.</li> </ul> <p><b>Facilitator Note:</b></p> <ul style="list-style-type: none"> <li>- <b>If no one shares a response, tag your co facilitator and get him/her to tag another person.</b></li> <li>- <b>Ensure you thank each teacher as they share</b></li> <li>- <b>Ask each of them to tag another person</b></li> <li>- <b>Let atleast 10-15 teachers respond by unmuting</b></li> <li>- <b>Ensure you read out some of the responses coming through chat</b></li> </ul> <p>Thank you all for your responses.</p> <p><b>This can be done as a quiz if it is a large group.</b></p>	
<p><b>Recap</b></p>	<p>Let's quickly go through what we did in the precious sessions. Teachers this might sound like a repetition for you. But our idea is to quickly refresh</p>	<p><b>20mins</b></p>



	<p>in case we have forgotten and want to recall some of the things we discussed.</p> <p>Like you all rightly said and mentioned We spoke about the</p> <ul style="list-style-type: none"> <li>- What is community service?</li> <li>- The objectives of this program</li> <li>- How will this program get implemented</li> </ul> <p>We also briefly went through</p> <ul style="list-style-type: none"> <li>- SDGs</li> <li>- Andhra and SDG</li> <li>- Reports and surveys and why it is collected</li> <li>- Why is this program being done</li> <li>- How to find out problems and solutions</li> </ul> <p>Who are the two people involved in this program?</p> <ul style="list-style-type: none"> <li>- Role of Youth</li> <li>- Role of Mentor</li> </ul> <p><b>Facilitator Note: Quickly go through the slides so the teachers can recall about the program.</b></p>	
<p><b>Agenda</b></p>	<p>Thank you all for recalling what we did in our last two sessions and for being so participatory. Now let us quickly see what all we going to cover today,</p> <ul style="list-style-type: none"> <li>- Why You and Why are you here?</li> <li>- Your Expectations of the program</li> <li>- 8 weeks of the program for the students</li> <li>- Experience a section of the student curriculum</li> <li>*Identifying issues around us through observation and experience</li> <li>* Shortlisting problems</li> <li>*Mapping it to SDGs</li> <li>* Problem tree analysis, Framing the problem statement and research</li> </ul>	<p><b>5 mins</b></p>



	<p>question And - Introduction to who is a facilitator and some facilitator actions</p>	
<p><b>Why you and why are you here</b></p>	<p>We saw what the objectives of the program for the students are.</p> <p>What do you think are the qualities a student should possess to go through this project?</p> <p><b>Facilitator Note:</b></p> <ol style="list-style-type: none"> <li><b>1. Share the link of the cloud to get their responses. And display the response</b></li> </ol> <p>Thank you for sharing. Let's quickly look at what your responses are.</p> <p>We can see that these are the qualities a student should have or will develop through the end of this project.</p> <p>For them to develop these qualities they have to be mentored by teachers who have some of these qualities right. Do you agree? Please give a thumbs up.</p> <p>Thank you for your response</p> <p>What do you think are the qualities mentors should possess for a successful completion of this program?</p> <ol style="list-style-type: none"> <li><b>2. Share the link of the cloud to get their responses. And display the response</b></li> </ol> <p>Thank you all for your response, it is because you are a true 'leader' and you possess all these qualities that you have been chosen to be our Flag bearers of this program. Our dear 'Mentors'</p> <p>Thank you for being you Let's quickly see what your role as a mentor will be</p> <ul style="list-style-type: none"> <li>Assigned with 10 to 15 students</li> </ul>	<p><b>30 mins</b></p>



	<ul style="list-style-type: none"> <li>● Faculty-mentor for the group</li> <li>● In-charge for the learning activities of the students</li> <li>● Comprehensive and continuous assessment of the students.</li> <li>● Meet the students before they begin their projects</li> <li>● Handover the student curriculum and the log book template</li> <li>● Be available on calls for the students to ask questions/doubts</li> <li>● Meet them mid project to see progress</li> <li>● Check on log completions</li> <li>● Approve project completion</li> <li>● Grade the project</li> </ul> <p>Now that we know why you are here and what your role for this project will be.</p> <p>Do you have any expectations from us?</p> <p>Please share them in this link</p> <p><b>3. Share the link of the cloud to get their responses and display them</b></p> <p>Thank you for sharing your expectations, we are all work in progress, so I will take them to the team and try and see how we can meet your expectations.</p> <p>Let's take a quick 15 min break. The time is ____, let's get back at ____</p>	
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**Break for 15 mins**

**Session 2 - Identifying issues around us, shortlisting and mapping them to SDGs**



Outcomes	<p>Participants will be able to</p> <p>4. Teachers will understand and experience part of Week 1 of the student curriculum</p> <p>First steps of conduction a socio economic survey of the village/habitation</p> <ul style="list-style-type: none"> <li>- <b>Identifying issues around us through experiences and observations</b></li> <li>- <b>shortlisting</b></li> <li>- <b>mapping them to SDGs</b></li> </ul> <p>5. Understand the problems around them and how observation and experiences can be first step in identifying problems</p>
Time	90 minutes
Materials	<p>PPT - Link the ppt here</p> <p>Notebook for each teacher</p> <p>Music to be played in the background for visualization and thinking activities</p>

Section	Instruction	Time
<p><b>Welcome back and intro to topic</b></p>	<p>Welcome back dear teachers! Hope you stretched a bit and have had a good tea break. Let's begin with the second session for the day.</p> <p>Now that we have covered all the working aspects of the project</p> <ul style="list-style-type: none"> <li>- If you as Mentors have to support students in the best possible way, what should you do and know? Please type in the chat box</li> </ul> <p><b>FN: Gather some responses</b></p>	<p><b>5 mins</b></p>



	<p>Yes, you will need to know what the student will do in the project and get a fair idea about the topics covered and the entire process.</p> <p>Here is the 8 weeks preview of what the students will be doing.</p> <p>So from now on you will be playing two roles</p> <ul style="list-style-type: none"> <li>- Stepping into the shoes of a student and going through a sample version of their journey</li> <li>- Observe how you as a guide / mentor can take this program forward</li> </ul> <p>Are you ready? Please give a thumbs up to begin</p>	
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<p><b>Identifying Issues around us Visualization</b></p>	<p>We will be now going through the first few steps of the Socio Economic survey of the village/habitation prep which is the Week 1 of the student curriculum. For a student to work on a project the first thing he/she needs is a problem.</p> <p>In our previous session we spoke of what a problem is and how to identify a problem.</p> <p>Let's begin this session by trying to identify problems through observation and experiences.</p> <p>Remember you will be playing two roles</p> <ul style="list-style-type: none"> <li>- Stepping into the shoes of a student and going through a sample version of their journey</li> <li>- Observe some of the training and facilitation done by me, so you can pick some of the methods you think will work when you are facilitating the sessions</li> <li>- In this session you will begin your social journeys by spending</li> </ul>	<p><b>30 mins</b></p>
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	<p>some time understanding the communities around you and their concerns better. Identify problems through experiences and observations. You will start by taking a walk in their own college, around your home and the community/environment you live in.</p> <p>Script: I want you all to now close your eyes and imagine that you are in your college. You are in the classroom that you teach. What are the kinds of sounds you are hearing, what are the things that you are seeing. You are now walking out of your college into the staff room, the campus and the environment around. What are things you are noticing and seeing? Are the students or teachers facing any issues?</p> <p>Now moving to your home, look at the environment you live in, are there any issues you or your family/ neighbors are facing. What are you seeing and noticing?</p> <p>And finally let's take a walk away from home, on your way to college or in your surroundings have you seen some issues people are struggling with? Take a few minutes to note these points and gather your thoughts.</p> <p>Now open your eyes and put down your assumptions and thoughts from your experience of working in the college. You have 10 mins to complete this</p> <p>Please give a thumbs up if you have completed the exercise.</p> <p>Thank you teachers for doing this visualization exercise with us. You have through observations and your experience identified problems around you.</p>	
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<b>Shortlisting the problems</b>	<p>Let's spend the next 20 mins in shortlisting the problems we have identified.</p> <p>Look at this table</p> <p>In your notebooks, write down the problems you have identified in the first column. And score the next 4 columns as per our understanding on a rate of 5.</p> <p>1 being a low score for that column and 5 being the highest</p> <p>Giving scores of 1-5</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 25%;">Problem</th> <th style="width: 15%;">Urgency <small>How badly is it affecting the environment ?</small></th> <th style="width: 15%;">Knowledge <small>How much can you understand about this problem ?</small></th> <th style="width: 15%;">Ability <small>How confident are you to solve the problem ?</small></th> <th style="width: 15%;">Interest <small>How interested are you to solve the problem ?</small></th> <th style="width: 15%;">Total Score <small>Higher the score, more it should be solved</small></th> </tr> </thead> <tbody> <tr> <td>Problem 1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Problem 2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Problem 3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Here's an example for your reference.</p>	Problem	Urgency <small>How badly is it affecting the environment ?</small>	Knowledge <small>How much can you understand about this problem ?</small>	Ability <small>How confident are you to solve the problem ?</small>	Interest <small>How interested are you to solve the problem ?</small>	Total Score <small>Higher the score, more it should be solved</small>	Problem 1						Problem 2						Problem 3						<b>30 mins</b>
Problem	Urgency <small>How badly is it affecting the environment ?</small>	Knowledge <small>How much can you understand about this problem ?</small>	Ability <small>How confident are you to solve the problem ?</small>	Interest <small>How interested are you to solve the problem ?</small>	Total Score <small>Higher the score, more it should be solved</small>																					
Problem 1																										
Problem 2																										
Problem 3																										



Problem	Urgency How badly is it affecting the environment ?	Knowledge How much can you understand about this problem ?	Ability How confident are you to solve the problem ?	Interest How interested are you to solve the problem ?	Total Score <i>Higher the score, more it should be solved</i>
Garbage is not being collected	4	3	3	2	12
There is no drinking water facility in the staff room	3	4	4	3	14
No wifi in college campus	2	4	2	5	13

Once you are done, shortlist top 5 problems on the basis of your scoring.

Give me a thumbs up once you are done.

Let's hear from you.

Write down in the chat box what the top 5 issues were please.

Wonderful thank you for sharing.

<b>Mapping problems to SDGs</b>	<p>We have looked at our environment, listed down the issues faced and have shortlisted top 5 as per scoring. It's to zoom out a bit and look at where these issues fall.</p> <p>Let's map them to the SDGs</p>	<b>10 mins</b>
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Here is a list of Sustainable Development Goals.

Look at your top 5 issues and map it to which goal it falls under.

For eg: Which goal do you think these will fall under?

- Garbage is not being collected from house and there is pile of Garbage in the junction - 6 AND 11
- No clean drinking water in the staffroom - 6

Take 10 mins to map your issues to the goals. Your time starts now

Please give a thumbs up once you are done.

Through our observations and experiences we are able to identify them and see how they are connected to the bigger buckets the world is facing. As you can see, issues we are facing in our environment are problems of the larger picture as well.

Thank you teachers for

- Identifying problems around you
- Shortlisting the top 5 issues
- Mapping them to SDGs



	<p>You have completed the 2 steps of identifying problems through personal observations and experiences.</p> <p>Let's now break for lunch. We have 60 mins to have a healthy meal</p>	
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Students curriculum	<ul style="list-style-type: none"> <li>- Visualization exercise the same - tweak a bit based on the demographic</li> <li>- Added step of speaking to family and friends</li> <li>- Shortlist top 5 problems same process ( give more intro to the topic)</li> <li>- Mapping it to SDGs same ( give more intro to the topic)</li> </ul>
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**Break 60 mins**

**Session 3 - Problem tree analysis, Framing the problem statement and research question**

Outcomes	<p>Participants will be able to</p> <ol style="list-style-type: none"> <li>6. Work on a example of problem tree analysis</li> <li>7. Get an understanding of Problem Statement and research question</li> </ol>
Time	90 minutes
Materials	<p>PPT - Link the ppt here</p> <p>Notebook for each teacher</p>



<p><b>Warm Up</b></p>	<p>Hello teacher, hope you all had a healthy meal</p> <p>Inform them that they will be doing a fun activity called 30 circles, which will challenge their thinking abilities.</p> <ul style="list-style-type: none"> <li>- Present the 30 Circle image and ask them to draw similar 30 circles in their books.</li> <li>- Give them 3 mins to draw as many circular things using the blank circles. They can draw inside the circles or make the circle into something else. Anything is allowed as long as they use the circles in their drawings. <i>(Remind them to keep their video camera on.)</i></li> <li>- Set a timer for 3 mins and let them all draw! Don't help them!</li> </ul> <p><b>Facilitator note: play instrumental music in the background.</b></p> <ul style="list-style-type: none"> <li>- Once time is up, ask all the teachers to show what they made on camera! Clap for everyone :) <i>(Call out any drawings that you find most interesting)</i></li> <li>- Ask 4 to 5 teachers the following questions, encourage others to use the chat box,             <ul style="list-style-type: none"> <li>● How many circular objects were you able to come up with?</li> <li>● What is the most surprising or unique object you could think of?</li> <li>● Use tagging to get them to share</li> </ul> </li> <li>- Thank the teachers for playing the warm up game.</li> </ul>	<p><b>15 mins</b></p>
<p><b>Problem Tree Analysis</b></p>	<p>Before the break we had identified and shortlisted top 5 problems in our environment right?</p> <ul style="list-style-type: none"> <li>- Take a min or two now to choose 1 problem you currently want to work on</li> <li>- Give a thumbs up once you have Identified</li> <li>- Now with this problem we will be working on a Problem tree analysis</li> <li>- Can one of you recollect from the previous session or tell us what a problem tree analysis is?</li> <li>- Def: Problem Tree Analysis is central to many forms of project</li> </ul>	<p><b>40 mins</b></p>



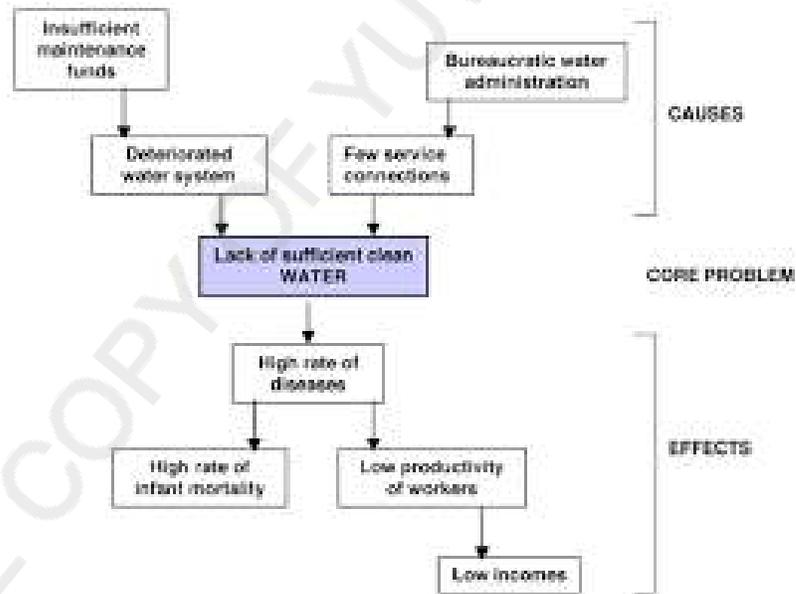
	<p>planning. Problem tree analysis (also called Situational analysis or just Problem analysis) helps to find solutions by mapping out the anatomy of cause and effect around an issue in a similar way to a Mind map, but with more structure.</p> <ul style="list-style-type: none"> <li>- Before we work on any project it is important to understand <ul style="list-style-type: none"> <li>● What is the problem</li> <li>● What is causing it</li> <li>● What are the effects of the problem</li> </ul> </li> <li>- Let's take our 1 identified problem and work on the problem tree analysis.</li> <li>- Have you all got your books and pen with you all?</li> </ul> <p>STEP 1 Imagine your problem is the main trunk of the tree</p> <ul style="list-style-type: none"> <li>- Write down your problem on the main trunk</li> </ul> <p>STEP 2 Identifying root causes of the problem and visualizing them as the roots of the tree.</p> <p>So for eg:</p> <p>You have 10 mins to note down the root causes for your problem.</p> <p><b>Facilitator note: Show a step by step example instead of it all together. To continue to engage with the teachers.</b></p> <p>STEP 3: Noting down the consequences or impact the problem will bring as branches</p> <p>So for eg:</p> <p>You have 10 mins to note down the effects or consequences of your</p>	
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problem. Give a time check 2 mins before for them to wind up

Give us a thumbs up once done

Additional step: You can add probable solutions of the problem as additional branches

You have 5 mins to note down the probable solutions on the additional branches



	<div data-bbox="381 388 1209 892" data-label="Diagram"> </div> <p data-bbox="354 1003 1295 1075">Let's take an additional 5 mins to go through our problem tree and see if we want to add some points in.</p> <ul data-bbox="402 1129 868 1159" style="list-style-type: none"> <li>- Give us a thumbs up once done</li> </ul> <p data-bbox="354 1213 1242 1243">Let's now take a picture of your problem tree and share it in this link.</p> <ul data-bbox="402 1297 1221 1327" style="list-style-type: none"> <li>- Spend 10 mins to go through other's problem tree analysis.</li> </ul> <p data-bbox="354 1381 511 1411">Time check</p>	
<p data-bbox="175 1537 321 1696"><b>Framing the problem statement</b></p>	<ul data-bbox="402 1537 1295 1864" style="list-style-type: none"> <li>- Now that we have identified the problem, it's causes and effects.</li> <li>- What will the next step be, before we begin research on it?</li> <li>- Please share your responses on the chat box</li> <li>- It's important to have a problem statement</li> <li>- We did look at what a problem statement is in the previous session.</li> <li>- Let's look at your problem tree and come up with a statement for your problem</li> </ul>	<p data-bbox="1351 1537 1453 1612"><b>10-15mins</b></p>



	<p>Causes+Effects+Users Affected= Problem Statement Eg:</p> <ul style="list-style-type: none"> <li>- Let's look at our problem tree and choose the top cause/ personal cause and effect that we think we want to address</li> <li>- Take 5 mins to work on this</li> <li>- Time check</li> <li>- Once done share the problem statement on chat please</li> </ul>	
<p><b>Framing the research question</b></p>	<ul style="list-style-type: none"> <li>- In the last session we did look at what is a research question, can someone tell us what it is</li> <li>- Answer: A question that addresses an issue or a problem which through analysis and interpretation of data, is answered in the study's conclusion. It is an important question as it sets foundation for research</li> <li>- Can someone give us the Difference between a Problem statement and a research question?</li> <li>- Merely explains the context of the problem with its causes and effects</li> <li>- Summarize with example</li> </ul> <p>Example:</p> <p>However, Research question will help you research the problem and come to a conclusion. It is the basis for setting hypotheses and by the end of the research you either prove or disprove the hypothesis.</p> <p>Example:</p> <p>Let's look at framing a research question for your problem statement?</p> <p>You have 10 mins to do that.</p>	<p><b>10 mins</b></p>



	<p>Give us a thumbs up once done</p> <p>Now look at all the 3 steps you have taken in this part of the session</p> <ul style="list-style-type: none"> <li>- Identified one problem to work with</li> <li>- Worked on a problem tree analysis</li> <li>- Framed a problem statement</li> <li>- Framed a research question</li> </ul> <p>Take a few minutes to go through the steps you took now and congratulate yourself in accomplishing the first few steps of the Community Service project.</p> <p>What do you think is the next step in this project?</p> <ul style="list-style-type: none"> <li>- Gather responses</li> <li>- Tell them that we will working on it the next session ( mention date time)</li> </ul> <p>Let's now take a break and come back in 15 mins for our final session of the day</p>	
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**Break 15 mins**

**Session 4 - Who is a guide/mentor and their actions**

Outcomes	<p>Participants will be able to</p> <ul style="list-style-type: none"> <li>8. Teachers will know who is a guide/mentor</li> <li>9. Actions a guide/mentor should have</li> </ul>
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Time	90 minutes
Materials	PPT - Link the ppt here Notebook for each teacher

<p><b>Who is a guide/mentor</b></p>	<p>We have looked at the first few chapters of the student curriculum in this session.</p> <p>Next session we will be looking at your role as a <b>guide/mentor</b>.</p> <p>Let's do a visualization activity.</p> <ul style="list-style-type: none"> <li>- Mention that the group shall now think about who a guide/mentor is and the qualities of a <b>guide/mentor</b>.</li> <li>- Draw a large shape of a person on paper. Ask the participants to give a name to the paper <b>guide/mentor</b> and write the name on top of the chart. It could be a gender neutral name</li> </ul> <p><b>Facilitator note: play instrumental music in the background.</b></p> <p>Script: Now let's all close our eyes. You are traveling back to your days as a student. It could be in your school or college. You are speaking to your favorite teacher who has helped you and guided you with studies and helped you make decisions. He/she is the person you go to whenever you are stuck and having a conversation with him or her helps you solve the problem. How are you feeling? What actions does the teacher do that makes you want to go back to the teacher for queries. What are the teacher's qualities? Observe these points for a few minutes and when you are ready slowly open your eyes</p> <ul style="list-style-type: none"> <li>- Ask the participants to write how a <b>guide/mentor</b> should -</li> </ul>	<p><b>45 mins</b></p>
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	<p>qualities of a <b>guide/mentor</b> inside the figure(DOs)</p> <ul style="list-style-type: none"> <li>- Give us a thumbs up once you have completed</li> </ul> <p>Script: Now let's all close our eyes. You are traveling back to your days as a student. It could be in your school or college. You are speaking to the class teacher who you are not too fond of. Notice how you feel when you are talking to that person. How are you feeling? What actions does the teacher do that makes you not want to ask him/her for guidance. Observe these points for for a few minutes and when you are ready slowly open your eyes</p> <ul style="list-style-type: none"> <li>- What should the <b>guide/mentor</b> not do</li> <li>- Ask the participants to write how a <b>guide/mentor</b> should not be - qualities of a <b>guide/mentor</b> outside the figure(DON'Ts)</li> <li>- Give us a thumbs up once you have completed</li> <li>- Gather responses from the teachers on the Dos and Donts they have written</li> <li>- Share the ppt with Dos and Don'ts</li> <li>- Ask participants to think about how a good <b>guide/mentor</b> should be, think and act.</li> <li>- Close the conversation by asking participants to silently reflect on the list of dos and don'ts that they see on the chart.</li> </ul> <p><b>Facilitator note: gather points and then share ours</b></p>	
<p><b>guide/mentor actions</b></p>	<p>To make sure our mentees make the most of the project that they are doing, what actions will you have to take to ensure that learning happens effectively?</p> <p><b>Facilitator note: gather points and then share ours</b></p> <p>For us to get the students to participate, engage, update us with the progress of their project and ensure they are giving in their best here's what we believe we as <b>guide/mentors</b> should do</p> <p><b>Guide/mentor actions</b></p>	<p><b>20 mins</b></p>



	<ul style="list-style-type: none"> <li>● Appreciate their work</li> <li>● Make students feel comfortable</li> <li>● Being calm &amp; composed</li> <li>● Communicating clearly</li> <li>● Being patient</li> <li>● Being interactive</li> <li>● Asking right questions when they come to you</li> <li>● Do not be judgemental</li> <li>● Do a check on how they are feeling about the project</li> <li>● Check for Understanding and progress</li> </ul>	
<p><b>Recall and closing</b></p>	<p>We have almost come towards the end of our sections Let's quickly look at what all we did</p> <ul style="list-style-type: none"> <li>- Ask teachers to share what we did today</li> <li>- Summarize with the below points</li> </ul> <ul style="list-style-type: none"> <li>- Why You and Why are you here?</li> <li>- Your Expectations of the program</li> <li>- 8 weeks of the program for the students</li> <li>- Experience a section of the student curriculum</li> </ul> <p>*Identifying issues around us through observation and experience * Shortlisting problems *Mapping it to SDGs * Problem tree analysis, Framing the problem statement and research question</p> <p>And</p> <ul style="list-style-type: none"> <li>- Introduction to who is a <b>guide/mentor</b></li> </ul> <p>We will be opening the floor for some questions now. We have allocated 10 minutes for it. We might have to cut this conversation in 10 mins. But we will be sharing a feedback form where you can post your questions as well.</p>	<p><b>25mins</b></p>



	<p>Thank you teachers for being a part of today's session</p> <p>Poll: How are you feeling? (Excited, bored, tired, energetic)</p> <p>We will see you all for Day 4's session _____</p> <p>Before we let you go there are two things</p> <ol style="list-style-type: none"><li>1. In our Day 2's sessions we had briefly spoken about CBPR, how many of you all remember what it is ? Give us a thumb's up - Let's try and recall some points and come for an exciting session tomorrow.</li><li>2. For us to know if our facilitation and content is being communicated to you well and if any improvements are needed we want you to fill up a form that will give us feedback. Here is the form for you all to fill in -</li></ol> <p>Thank you once again for being a wonderful participant for today's session</p> <p>See you all for the next sessions at _____.</p>	
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## ***Day 4***

# ***Community Service Project***

***Mentor Trainer Training Manual***

**Sep,2022**



**Day 4 - Training - 6 hours + 1 hour lunch + 2 - 15 mins break**

Welcome	10		
Warm up activity	15		
Recap	15		
Agenda	5		
Types of Research Methods and approaches	45	90	10:00 am - 11:30 am
Break	15		11:30 - 11:45 am
Data collection methods	30		11:45 am - 1:15 pm
Survey Research	60	90	
Lunch Break	60		1:15pm - 2:15pm
Warm up activity	20		
Introduction to types/methods of data collection	45		
Look at a case study- Identifying which are 3 best methods for collection of data	25	90	2:15 pm - 3:45 pm
Break	15		3:45pm - 4:00 pm
Share a sample questionnaire of the case and identify missing questions	20		
Different ways of collecting data	10		
Facilitator Actions - Facilitator Actions - Introduction to increasing participant engagement. Some points to keep in mind	30		
Explain week 1 and 2 of student curriculum	20		
Recall	10	90	4:00 pm - 5:30 pm



**Session 1 - Welcome + Warm-up activity- recap - agenda and research methods and approaches**

Outcomes	Participants will be able to <ol style="list-style-type: none"> <li>1. Do a recap of the curriculum discussed on Day 3 of the training program</li> <li>2. Understand what a research is and the different survey methods</li> </ol>
Time	90 minutes
Materials	PPT - Link the ppt here  Notebook for each teacher

Section	Instruction	Time
<b>Welcome</b>	<ul style="list-style-type: none"> <li>- Small talk, Hello greetings, Welcome and settle all in. Wait for the teachers to join in.</li> <li>- Remind them that incase they have missed out filling in the feedback form they can do so now - share the link via chat</li> <li>- Quick reading of the room ( offline session)</li> <li>- Ask them How are your energy levels? On a scale of 1-5 , 1 being low and 5 being super charged up , please respond in the chat box ( can be through a poll is WebEx allows ) or edit and use this poll (<a href="https://www.directpoll.com/c?XDVhEtuuyyuCBNOK3B">https://www.directpoll.com/c?XDVhEtuuyyuCBNOK3B</a>)</li> </ul>	<b>10 mins</b>



	<p>khEgrRjl4Jm7bH)</p> <ul style="list-style-type: none"> <li>- Reading the energy in the room. If more than 50% or low inform them that let's start with a quick energiser to begin the day</li> </ul> <p><b>Optional energizer</b></p> <ul style="list-style-type: none"> <li>- Let's get you know you all a little better</li> <li>- Introduce yourselves in the following format</li> <li>- Hi My name is _____, I would like be a _____ in the kitchen because I am _____ just like the _____</li> <li>- For eg: My name is Asha and I would like to be a spoon in the kitchen because I am multitasker just like the spoon</li> <li>- Inform them that they have two minutes to think of their responses</li> <li>- Once they are done ask them to put down their responses put it in the chat box</li> <li>- Thank the teachers</li> </ul>	
<p><b>Recap</b></p>	<ul style="list-style-type: none"> <li>- Before we begin today's session and introduce the agenda</li> <li>- Inform them that we will be doing a quick check of what happened yesterday</li> <li>- Ask the below points as questions and get responses</li> <li>- Once we get almost all answers</li> <li>- Recap and summarize the points</li> </ul> <p><b>Recap points</b></p>	<p><b>15 mins</b></p>

	<ul style="list-style-type: none"> <li>- Why You and Why are you here?</li> <li>- Your Expectations of the program</li> <li>- 8 weeks of the program for the students</li> <li>- Experience a section of the student curriculum which is included in Week 1</li> <li>*Identifying issues around us through observation and experience</li> <li>* Shortlisting problems</li> <li>*Mapping it to SDGs</li> <li>* Problem tree analysis, Framing the problem statement and research question</li> <li>And</li> <li>- Introduction to who is a facilitator and some facilitator actions like ( tagging, encourage, use tech)</li> </ul>	
<p><b>Agenda</b></p>	<ul style="list-style-type: none"> <li>- Go through Second half of the week 1 curriculum</li> <li>- Types of Research &amp; Survey Methods</li> <li>- Identifying Key Stakeholders for your survey</li> <li>- Introduction to tools for data collection</li> <li>- Identify key questions and tools for data collection</li> <li>- Facilitator Actions</li> <li>- Look at topics for Week 1 and 2 of student curriculum</li> </ul>	<p><b>5 mins</b></p>
<p><b>Warm Up activity to introduce the topic</b></p>	<ul style="list-style-type: none"> <li>- Create a online survey with questions about the teachers</li> <li>- Questions can revolve around (the subjects they teach , Age group, which part of AP, Mode of transport to college, which phone they use etc. Have about 10 questions in it, ensure their names are not asked as a question )</li> <li>- Share the link with them</li> <li>- Give them 5-6 mins to complete the poll/survey form</li> <li>- Ask them what they think happened now?</li> <li>- Gather a few responses</li> <li>- Ensure you do tagging or use chat box to get</li> </ul>	<p><b>15 mins - 20 mins</b></p>

	<p>responses</p> <ul style="list-style-type: none"> <li>- Inform them that as they rightly said they were part of a survey</li> <li>- This was an example of a survey around the teachers who are a part of this training, their routine and their demographic. With the data received we got to know a few things.</li> <li>- Show them the results and data collected through it</li> <li>- Ask a few of them to draw some analysis</li> <li>- If there is starting trouble tag a co facilitator ( eg 80% of our teachers are in the arts stream)</li> <li>- Inform them that this was a sample of an online survey, we will be going in depth about research and surveys today</li> <li>- Thank the teachers for being a part of a fun survey with us.</li> </ul>	
<p><b>Socio Economic Survey</b></p>	<p>A socio-economic survey is regarded as one of the most important sources of statistical data on household expenditure and income as well as other data on the status of housing, individual and household characteristics and living conditions.</p> <p>Socio-economic factors include occupation, education, income, wealth and where someone lives</p> <p>Socio-economic survey tools are designed to collect information as a means of improving understanding of local resource management systems, resource use and the relative importance of resources for households and villages</p> <p>Your survey work will be accounted as socio-economic data to aid community development and growth.</p> <p><b>Socio Economic Surveys as Secondary Research:</b></p>	



	<p>The National Sample Survey Office (NSSO) conducts nationwide sample surveys relating to various socio-economic topics to collect data for planning and policy formulation. The Socio-Economic (SE) Surveys are in the form of Rounds, each Round being normally of one-year duration and occasionally for a period of six months. In this cycle, 1 year is devoted to Land and Livestock Holdings, Debt and Investment; 1 year to Social Consumption (education, health care, etc.), 2 years to quinquennial (every 5 years) surveys on household consumer expenditure, employment &amp; unemployment situation and 4 years to non-agricultural enterprises, namely, manufacturing, trade and services in the unorganized sector. The remaining 2 years are for open Rounds in which subjects of current/special interest on the demand of Central Ministries, State Governments and research organizations are covered.</p> <p>The Government of India along with NITI Aayog, State Governments and other ministries publish various reports across different sectors measuring various aspects.</p> <ul style="list-style-type: none"><li>● NHFS Survey</li><li>● Economic Survey</li><li>● State wide Socio Economic Survey</li><li>● Census</li><li>● Good Governance Report</li><li>● NITI Aayog Innovation Index</li><li>● NITI Aayog SDG Index</li></ul>	
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	<ul style="list-style-type: none"> <li>• Multidimensional Poverty Index</li> </ul> <p>You can choose relevant reports as per your Research question to combine your findings from primary research to present a detailed analysis and recommendation.</p>	
<p><b>Research &amp; Survey Methods</b></p>	<ul style="list-style-type: none"> <li>- Yesterday we saw that to do a social economic survey in our habitation/village</li> <li>- First we will have to understand/ identify problems around us through personal experiences and observations.</li> <li>- In order for us to get an insight of what problems people have in our habitation/ village / town / environment , what do we have to do?</li> <li>- Yes we have to speak to them or research and understand what is happening.</li> <li>- For us to be able to do that, there are different research survey methods</li> <li>- In this section we will be going through these methods</li> <li>- A disclaimer for you teachers, we know you might know most of these methods but for the benefit of all of us we are sharing them here.</li> <li>- Post the session if you feel some methods are missed out and have to be included or some are unnecessary for the students, please feel free to let us know in the feedback form once we finish today's session</li> <li>- We will be adding these as chapters to the student curriculum so they can go through it</li> <li>- What do you think is a Research Method?</li> <li>- Gather some responses</li> </ul>	<p><b>30</b></p>

	<p>Ans: Research method is a specific set of procedures for answering your research questions by collecting and analyzing data. It involves making decisions about the type of data you need and the methods you'll use to collect and analyze it.</p> <ul style="list-style-type: none"><li>- We will be focusing on 1 type of research methodology currently called “CBPR”. How many of you remember what CBPR is?</li></ul> <p>Ans: “Community-based participatory research is a collaborative research approach that involves all partnerships in the research process and recognize the unique strength that each brings.</p> <ul style="list-style-type: none"><li>- This means if you are trying to solve the problem of a community you live in you are trying to get all the stakeholders ( community members, panchayat, local govt bodies , private companies etc) involved in the research and it also helps us get access to local data, content etc.</li></ul> <p>The benefits of CBPR are</p> <ul style="list-style-type: none"><li>- Enhances community relevance of research questions</li><li>- Strengthens interventions within cultural and local context</li><li>- Enhances reliability/validity and of measurement tools</li><li>- Increases accurate and culturally sensitive interpretation of findings</li><li>- Facilitates effective dissemination of findings to impact public health and policy</li><li>- Increases research trust</li></ul> <p>It will be most beneficial if our students use this methodology for their project work for a buy-in from the community.</p> <p>Let's pause for any questions ?</p> <p>To understand CBPR further - look at this <a href="#">video</a>.</p>	
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	<p><b>Example of a successful CBPR Model implementation:</b></p> <p><b>Objective:</b> To study the effect of a community-based health education intervention on awareness and behaviour change of rural adolescent girls regarding their management of menstrual hygiene.</p> <p><b>Materials and methods:</b> A participatory-action study was undertaken in Primary Health Centres in 23 villages in Anji, in the Wardha district of Maharashtra state. Study subjects were unmarried rural adolescent girls (12-19 years). A needs assessment study conducted for health messages with this target audience, using a triangulated research design of quantitative (survey) and qualitative (focus group discussions) methods.</p> <p>Program for Appropriate Technology for Health (PATH) guidelines were used to develop a pre-tested, handmade flip book containing needs-based key messages about the management of menstrual hygiene. The messages were delivered at monthly meetings of village-based groups of adolescent girls, called Kishori Panchayat. After 3 years, the effect of the messages was assessed using a combination of quantitative (survey) and qualitative (trend analysis) methods.</p> <p><b>Results:</b> After 3 years, significantly more adolescent girls (55%) were aware of menstruation before its initiation</p>	
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	<p>compared with baseline (35%). The practice of using ready-made pads increased significantly from 5% to 25% and reuse of cloth declined from 85% to 57%. The trend analysis showed that adolescent girls perceived a positive change in their behaviour and level of awareness.</p> <p><b>Conclusion:</b> The present community health education intervention strategy could bring significant changes in the awareness and behaviour of rural adolescent girls regarding management of their menstrual hygiene.</p> <p>For a complete preview of the above CBPR research study, check out this <a href="#">link</a>.</p> <p>The student/s could conduct a survey of the habitation, if necessary, in terms of their own domain or subject area. For example, a student of Arts will focus on socio-economic conditions, social survey and about the Government's social security schemes. A student of Sciences could take up a survey on the health and hygiene conditions of that habitation, similarly, with other subject areas too. Or it can even be a general survey, incorporating all the different areas. A common survey format could be designed. This should not be viewed as a duplication of work by the Village or Ward volunteers; rather, it could be another primary source of data.</p> <ul style="list-style-type: none"><li>- Your research method should be driven by your aims and priorities - start by thinking carefully about what you want to achieve. When planning your methods, there are two key decisions you will make.</li></ul>	
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- First, let's decide how you will collect data. Your methods depend on what type of data you need to answer your research question:
  - A) Qualitative vs. quantitative: Will your data take the form of words or numbers?
  - B) Primary vs. secondary: Will you collect original data yourself, or will you use data that has already been collected by someone else?
  - C) Descriptive vs. experimental: Will you take measurements of something as it is, or will you perform an experiment?

Now, let us look at an example study conducted by the Ministry of Health - the '*Comprehensive National Nutrition Survey*' (CNNS) to collect a comprehensive set of data on nutritional status of Indian children from 0–19 years of age

### A) Qualitative vs Quantitative

#### Qualitative:

**Table 2.1:** Information collected in the CNNS by age group, India, CNNS 2016–18

	Pre-school children (0–4 years)	School-age children (5–9 years)	Adolescents (10–19 years)
Household characteristics	<ul style="list-style-type: none"> <li>■ Household members roster</li> <li>■ Socio-economic status</li> </ul>		
Environmental condition	<ul style="list-style-type: none"> <li>■ Access to and use of safe drinking water</li> <li>■ Access to and use of sanitation facilities</li> <li>■ Hygiene practices</li> </ul>		
Health status	<ul style="list-style-type: none"> <li>■ Morbidity</li> <li>■ Immunization</li> <li>■ Vitamin A, iron supplementation</li> </ul>	<ul style="list-style-type: none"> <li>■ Morbidity</li> </ul>	<ul style="list-style-type: none"> <li>■ Morbidity</li> </ul>
Dietary intake	<ul style="list-style-type: none"> <li>■ Breastfeeding</li> <li>■ Complementary feeding</li> <li>■ Dietary diversity</li> </ul>	<ul style="list-style-type: none"> <li>■ Dietary diversity</li> </ul>	<ul style="list-style-type: none"> <li>■ Dietary diversity</li> </ul>

**Quantitative:**

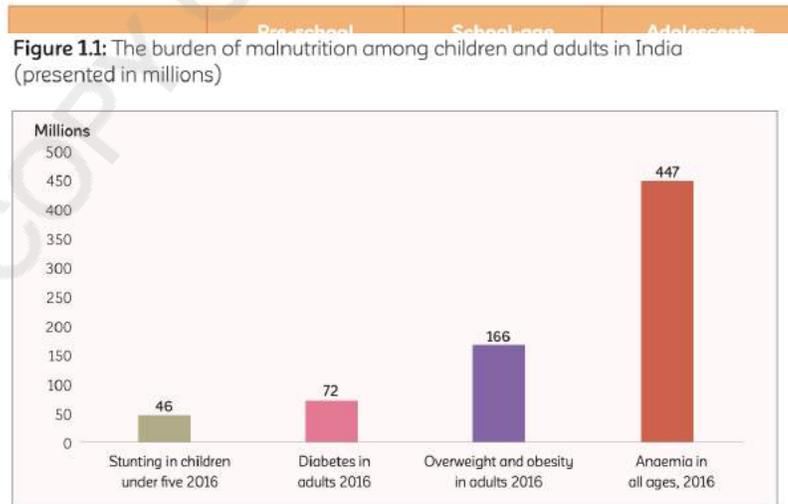
**B) Primary vs Secondary**

**Primary:**



**Secondary:**

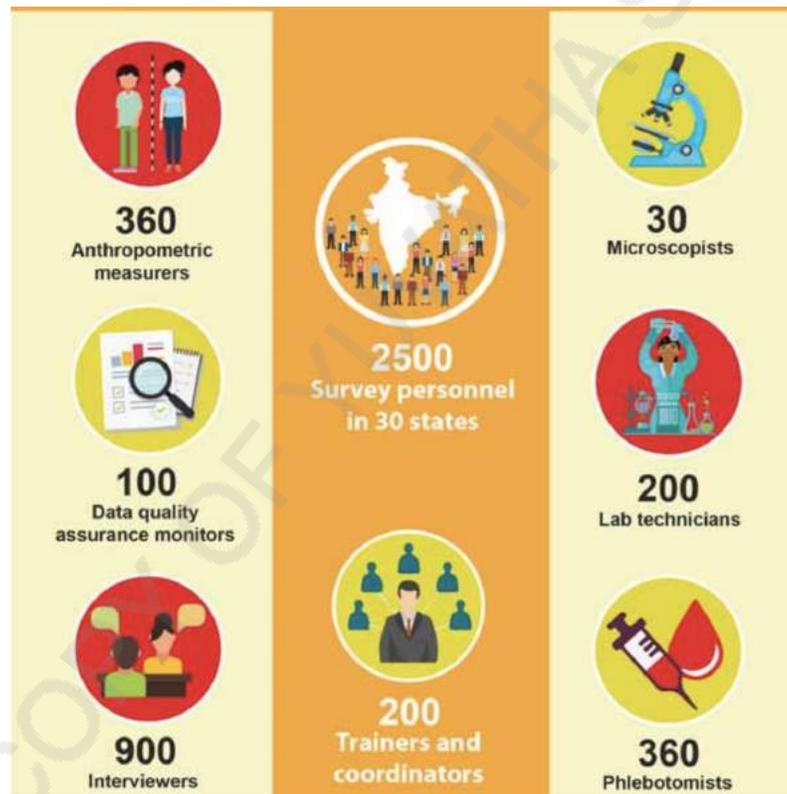
**Table 2.3:** Anthropometric measurements taken in CNNS by age group, India, CNNS 2016–18



Sources: Stunting - Joint Child Malnutrition Estimates, 2019; Diabetes - IDF DIABETES ATLAS, Eighth edition, 2017; Overweight and obesity - Global Health Observatory (GHO) data, 2018; Anaemia - The Global Burden of Anaemia, 2016 and Global Burden of Disease Study, 2013.

This study was a mixed method that involved usage of primary data collection as shown above and included existing secondary sources of data

### C) Descriptive vs Experimental



The above study used both descriptive and experimental methods. As shown in the Qualitative and Quantitative method, the data collected was descriptive i.e data was collected as is without any external change introduced.

Simultaneously, as shown in the above image - blood, urine and stool samples were collected that included a team of microscopists, lab technicians to conduct detailed experiments to analyze micro data on the survey participants.

Second, decide **how you will analyze the data.**

- For quantitative data, you can use **statistical analysis** methods to test relationships between variables.
- For qualitative data, you can use methods such as **thematic analysis** to interpret patterns and meanings in the data.

Now we will understand each Data Collection method in detail below:

- We will now be looking at how Data collection can happen
- There are different types of data collection

### 1. Qualitative vs. quantitative

When collecting and analyzing data, quantitative research deals with numbers and statistics, while qualitative research deals with words and meanings. Both are important for gaining different kinds of knowledge.

QUALITATIVE APPROACH	QUANTITATIVE APPROACH
Understand subjective experiences, beliefs, and concepts	Measure variables and describe frequencies, averages, and correlations
Gain in-depth knowledge of a specific context or culture	Test hypotheses about relationships between variables
Explore under-researched problems and generate new ideas	Test the effectiveness of a new treatment, program or product

	<ul style="list-style-type: none"><li>- Let's do a quick activity tell us which of these samples belong to which approach</li><li>- <b>Example:</b> You can use this type of research to measure learning outcomes like grades, test scores for online classes - <b>Quantitative</b></li><li>- <b>Example:</b> You can use this type of research to find exactly what teachers and students struggle with online classes. - <b>Qualitative</b></li></ul> <p><b>Here's a survey that uses both the methods for their research:</b> <a href="https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-017-4706-9">https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-017-4706-9</a></p> <p><b>Integrated in ppt: after the data collection is added</b></p> <p><b>2. Primary vs Secondary</b></p> <p>Primary data is any original information that you collect for the purposes of answering your research question (e.g. through surveys, observations and experiments). Secondary data is information that has already been collected by other researchers (e.g. in a government census or previous scientific studies). Some relevant types of primary and secondary data collection sources will be explained further below.</p> <p>If you are using a new research question, you need to collect primary data. To synthesize existing knowledge, analyze historical trends, or identify patterns on a large scale, secondary data might be a better choice. Usually, both can be combined as part of the research method. This is where getting the community involved will be helpful</p>	
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	<p><b>3. Descriptive vs Experimental</b></p> <p>In descriptive research, you collect data about your study subject without intervening. The validity of your research will depend on your sampling method. This includes observations, surveys, existing case studies</p> <p>In experimental research, you systematically intervene in a process and measure the outcome. The validity of your research will depend on your experimental design. This includes experiments in laboratory for eg.</p>	
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**Session 2 - Data collection Methods, Survey research**  
**Importance of Key Stakeholders and how to identify them**

Outcomes	<p>Participants will be able to</p> <ol style="list-style-type: none"> <li>3. Get an in depth understanding of data collection methods</li> <li>4. Understand what is Survey research</li> <li>5. Participants understand the importance key stakeholders</li> <li>6. Participants are able to identify key stakeholders</li> </ol>
Time	90 minutes
Materials	<p>PPT - Link the ppt here</p> <p>Notebook for each teacher</p>

Section	Instruction	Time
<b>Data Collection methods</b>	<p><b>Quantitative data collection methods</b></p> <ul style="list-style-type: none"> <li>● Surveys: List of closed or multiple choice questions that is distributed to a sample (online, in person, or over the phone).</li> <li>● Experiments: Situation in which variables are controlled and manipulated to establish cause-and-effect relationships.</li> <li>● Observations: Observing subjects in a natural environment where variables can't be controlled.</li> </ul> <p><b>Qualitative data collection methods</b></p> <ul style="list-style-type: none"> <li>● Interviews: Asking open-ended questions verbally to respondents. Key informant interviews can also be conducted: qualitative in-depth interviews with people who know what is going on in the community.</li> <li>● Focus groups: Discussion among a group of people about a topic to gather opinions that can be used for further research.</li> <li>● Ethnography: Participating in a community or organization for an extended period of time to closely observe culture and behavior.</li> <li>● Literature review: Survey of published works by other authors.</li> </ul> <p>It's possible to use a mixed-methods design that integrates aspects of both approaches. By combining qualitative and quantitative insights, you can gain a more complete picture of the problem you're studying and strengthen the credibility of your conclusions.</p> <p>For this project, students are expected to use 'Surveys' and 'Interviews' as the primary methods of data collection. By nature of this program's design 'Observations', and 'Ethnography' are integrated as part of the process.</p>	<b>30mins</b>

<p><b>Survey methods</b></p>	<p><b>Survey Research</b></p> <p>Survey research means collecting information about a group of people by asking them questions and analyzing the results. To conduct an effective survey, follow these four steps:</p> <p><b>1. Determine who will participate in the survey - define population and sample</b></p> <p>Before you start conducting survey research, you should already have a clear research question that defines the hypothesis that you want to find out. Based on this question, you need to determine exactly who you will target to participate in the survey.</p> <p>The target population is the specific group of people that you want to find out about. This group can be very broad or relatively narrow. It's rarely possible to survey the entire population of your research – it would be very difficult to get a response from every person in the village or every student in the college.</p> <p>Instead, you will usually survey a sample from the population. The sample should aim to be a representative of the population as a whole. The larger and more representative your sample, the more valid your conclusions.</p> <div data-bbox="511 1386 1226 1900"> <p>The diagram illustrates four sampling methods:</p> <ul style="list-style-type: none"> <li><b>Simple random sample:</b> Shows a grid of 16 human icons (8 blue, 8 green). A circle highlights a random selection of 4 icons.</li> <li><b>Systematic sample:</b> Shows a grid of 16 human icons. Arrows indicate a regular interval selection, resulting in 4 icons.</li> <li><b>Stratified sample:</b> Shows a grid of 16 human icons, divided into two groups of 8 (4 blue, 4 green). A circle highlights a selection of 4 icons, ensuring representation from both groups.</li> <li><b>Cluster sample:</b> Shows a grid of 16 human icons, divided into two groups of 8. A circle highlights a selection of 4 icons from one of the groups.</li> </ul> </div>	<p><b>20</b></p>
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	<p><b>Simple Random Sample:</b> To conduct this type of sampling, you can use tools like random number generators to estimate sample size (<a href="https://epitools.ausvet.com.au/randomnumbers">https://epitools.ausvet.com.au/randomnumbers</a>) or other techniques that are based entirely on chance.</p> <p><b>Systematic Sample:</b> Every member of the population is listed with a number, but instead of randomly generating numbers, individuals are chosen at regular intervals.</p> <p><b>Stratified Sample:</b> To use this sampling method, you divide the population into subgroups (called strata) based on the relevant characteristics (e.g. gender, age range, income bracket, job role). Based on the overall proportions of the population, you calculate how many people should be sampled from each subgroup.</p> <p><b>Cluster Sample:</b> Cluster sampling also involves dividing the population into subgroups, but each subgroup should have similar characteristics to the whole sample. Instead of sampling individuals from each subgroup, you randomly select entire subgroups. This method is good for dealing with large and dispersed populations.</p>	
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	<div data-bbox="532 373 1252 947" data-label="Diagram"> </div> <p data-bbox="451 1121 1325 1325"><b>Snowball Sample:</b> is a non-probability sampling method where new units are recruited by other units to form part of the sample. Snowball sampling can be a useful way to conduct research about people with specific traits who might otherwise be difficult to identify (e.g., people with a rare disease).</p>	
<p data-bbox="152 1394 396 1509"><b>Key stakeholders and identifying them</b></p>	<ul data-bbox="505 1400 1333 1850" style="list-style-type: none"> <li>- During your research survey there can be different types of survey methods for different stakeholders</li> <li>- For eg if you are look to find out why students are dropping out of school</li> <li>- Your stakeholders involved will be students, teachers, parents and school authorities.</li> <li>- You might have to do a long survey with the students, but an in person interview with parents and teachers and maybe collect data from school authorities</li> </ul>	<p data-bbox="1365 1394 1398 1423"><b>20</b></p>

	<ul style="list-style-type: none"><li>- Let's now just try and identify who the key stakeholder for the below two cases are</li><li>- Inform them that they are going to be looking at 2 different types of cases</li><li>- Our task is to identify who are the key stakeholders involved in each of these cases</li><li>- Read out the below case</li></ul> <p>Case 1: Collaborative ecosystem based land use planning? To ensure that the land in village x is used sustainably, avoiding negative impacts or threats from environmental degradation and forest loss while ensuring that the social and economic considerations of all users are accounted for.</p> <p><b>What is collaborative land use planning?</b></p> <p>Collaborative land use planning involves working with all stakeholders – government, local communities, private sector and other relevant individuals – to ensure that the land is used sustainably, avoiding negative impacts or threats from environmental degradation and forest loss while ensuring that the social and economic considerations of all users are accounted for. With particular respect to communities, collaborative land use planning therefore has the following aim:</p> <p><i>To ensure that land use planning decisions are made with consideration of local communities' opinions, land use needs and socio-economic conditions (opportunities and constraints), including rights of access to and use of land.</i></p> <p>The first step in this process is to engage local communities. This can be achieved through the use of household and village surveys, in conjunction with focus group discussions. This is an important way of positively engaging local stakeholders in the planning process and in ensuring that local voices are heard. Surveys and focus group discussions also provide a way to gain a thorough understanding of local people's relationship with the relevant resources – economic and social – and their legal rights and access to the use of resources. This information is imperative for effective land use planning, that is, planning that will work in practice and that meets local needs, thus potentially avoiding conflict among people over resources. Key terms are defined in Supporting Note 1.</p> <ul style="list-style-type: none"><li>- Ask them if a survey needs to be done to ensure</li></ul>	
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	<p>land in the village is used sustainably and there are who all will the stakeholders involved be?</p> <p>&lt;Expected response government bodies in that village, panchayat head, local communities working in that village, household members, private sector or organizations&gt;</p> <p>Case 2</p> <p>The rise of agribusiness has impacted the agricultural sector worldwide. Specifically in India, many small farmers have been negatively affected by the rise of agribusiness, as they are competing against large farms that have access to more resources and money. In recent decades, alternative food networks (AFNs) have arisen, generally as small-scale, non-governmental programs that provide a way for small farmers to find success and receive fair compensation for their crops. This study focuses on small farmers who participate in an AFN, specifically a farmer producer company (FPC) referred to as Sahaja Aharam, based in Hyderabad within the Indian state of Telangana.</p> <ul style="list-style-type: none"><li>- Who are the key stakeholders involved here</li></ul> <p>&lt;Expected response -Sahaja Aharam members,</p>	
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	farmers who participated in AFN program and the ones who did not participate>	
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**Session 3 - Introduction to tools and different types of survey to collect data and identifying which method of data collection will best suit based on the case study**

Section	Instruction	Time
<b>Warm up activity</b>	<p>Hope you all have had great lunch</p> <p>How is everyone feeling, did you get a good break? If you were to compare your mood to a food item what would it be? Quickly put on the chat</p> <ul style="list-style-type: none"> <li>- Before we begin let's do a quick fun activity</li> <li>- If you were given a wand to find out answers to 3 questions in life what would that be?</li> <li>- For eg I want to find an answer to the what happened to the mysterious Malaysian airlines missing</li> <li>- Did you understand the question?</li> <li>- Great you have 5 mins to write it down in your book</li> <li>- Now think of how you will get that answer?</li> <li>- Who will you go ask and how?</li> <li>- Thank you teachers for responding.</li> </ul> <p>Just like the above the students will also have to decide how</p>	<b>20</b>



	will they do their survey for which	
<b>Types of survey and the tools used</b>	<p><b>1. Decide the type of survey (In-person or Online)</b></p> <p>There are two main types of survey you can use during this project, which type you choose depends on the sample size, location and your research question.</p> <p><b>a) Questionnaire:</b> where a list of questions is distributed online or in-person, and respondents fill it out themselves.</p> <p><b>Online Questionnaires:</b> this is a popular choice for students doing research, due to the low cost and flexibility of this method. You can quickly access a large sample without constraints on time or location. The data is easy to process and analyze. There are many online tools available for constructing surveys, such as SurveyMonkey and Google Forms.</p> <p><b>In-person Questionnaires:</b> if your research focuses on a specific location, you can distribute a written questionnaire to be completed by respondents on the spot. For example, you could approach the customers at a local grocery store or members at the panchayat office or students to complete a questionnaire at the end of a class.</p> <p>You can choose respondents to make sure only people in the target population are included in the sample. You can collect time- and location-specific data (e.g. the opinions of a store's weekday customers).</p> <p><b>b) Interview:</b> where the researcher asks a set of questions by phone or in person and records the responses. Oral interviews are a useful method for smaller sample sizes. They allow you to gather more in-depth information on people's opinions and preferences. You can conduct interviews by phone or in person.</p> <ul style="list-style-type: none"><li>• You have personal contact with respondents, so you know exactly who will be included in the sample in advance.</li><li>• You can clarify questions and ask for follow-up information when necessary.</li><li>• The lack of anonymity may cause respondents to answer less honestly, and there is more risk of researcher bias.</li></ul>	<b>45</b>

	<p>Another type of interviews that can be used is <b>‘Focus Group Interviews’</b>:</p> <p>A focus group is a research method that brings together a small group of people to answer questions in a moderated setting. The group is chosen due to predefined demographic traits, and the questions are designed to shed light on a topic of interest.</p> <p>Focus groups are a type of qualitative research, they can provide more natural feedback than individual interviews and are easier to organize than experiments or large-scale surveys.</p> <p>A focus group may be a good choice for you if:</p> <ul style="list-style-type: none"><li>• You’re interested in real-time, unfiltered responses on a given topic or in the dynamics of a discussion between participants</li><li>• Your questions are rooted in feelings or perceptions, and cannot easily be answered with “yes” or “no”</li><li>• You’re confident that a relatively small number of responses will answer your question</li><li>• You’re seeking directional information that will help you uncover hidden issues</li></ul> <p><b>Key informant interviews</b> can also be conducted: Qualitative in-depth interviews with people who know what is going on in the community. The purpose of key informant interviews is to collect information from a wide range of people—including community leaders, professionals, or residents—who have first hand knowledge about the community.</p> <p>Like questionnaires, interviews can be used to collect quantitative data: the researcher records each response as a category or rating and statistically analyzes the results. But they are more commonly used to collect qualitative data: the interviewees’ full responses are transcribed (<i>Transcribing is converting speech to text word for word, a common practice when conducting interviews</i>) and analyzed individually to gain a richer understanding of their opinions and feelings.</p>	
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<p><b>Activity to identify which tool suits the case</b></p>	<ul style="list-style-type: none"> <li>- There are different ways in which we can collect data. For eg record interviews on a phone</li> <li>- Similarly think of all the different ways in which you can collect data for all the types of survey.</li> <li>- Take 5 mins to think of an exhaustive list</li> <li>- Now look at each of these categories and add in which type of tool will be useful for collecting data for that particular survey</li> </ul> <p>Questionnaires - Online and Offline Interviews</p> <ul style="list-style-type: none"> <li>- Link to be shared with each of the above types of survey mentioned and while tool can be used</li> <li>- Thank you teachers, let's take 5 mins to go through your responses</li> <li>- Wonderful thank you sharing teachers</li> <li>- Inform them that we will be working on a list of tools the students can use and links to how to for them</li> </ul>	<p><b>25</b></p>
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**Session 4 -Designing survey questions . Facilitator Actions - Introduction to increasing participant engagement and check for understanding**



Outcomes	<p>Participants will be able to</p> <ol style="list-style-type: none"> <li>7. Participants are able to identify key questions required for a survey</li> <li>8. Participants are introduced to different ways of collecting data</li> <li>9. Participants understand the importance of participant engagement, check for understanding and some of the techniques that can be used</li> <li>10. Participants get a clear understanding of Week 1 and 2 of student journey</li> </ol>
Time	90 minutes
Materials	<p>PPT - <a href="#">Link the ppt here</a></p> <p>Notebook for each teacher</p>

Section	Instruction	Time
<b>Designing the survey questions</b>	<p><b>Design the survey questions and layout</b></p> <p>Next, you need to decide which questions you will ask and how you will ask them. It's important to consider:</p> <ul style="list-style-type: none"> <li>● The type of questions</li> <li>● The content of the questions</li> <li>● The phrasing of the questions</li> <li>● The ordering and layout of the survey</li> </ul> <p><b>Open-ended vs closed-ended questions</b></p>	<b>20</b>

	<p>There are two main forms of survey questions: open-ended and closed-ended. Many surveys use a combination of both.</p> <p>Closed-ended questions give the respondent a predetermined set of answers to choose from. A closed-ended question can include:</p> <ul style="list-style-type: none"><li>• A binary answer (e.g. <i>yes/no</i> or <i>agree/disagree</i>)</li></ul> <p>Example: Are you satisfied with the current work-from-home policies?</p> <ul style="list-style-type: none"><li>• A scale (e.g. a scale with five points ranging from <i>strongly agree</i> to <i>strongly disagree</i>)</li></ul> <p>Example: Do you agree or disagree that the government should be responsible for providing clean drinking water and high-speed internet to everyone?</p> <ul style="list-style-type: none"><li>• Strongly Agree</li><li>• Agree</li><li>• Undecided</li><li>• Disagree</li><li>• Strongly Disagree</li></ul>	
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	<ul style="list-style-type: none"><li>• A list of options with a single answer possible (e.g. age categories)</li></ul> <p>Example: What is your age?</p> <ul style="list-style-type: none"><li>• 15 or younger</li><li>• 16–35</li><li>• 36–60</li><li>• 61–75</li><li>• 76 or older</li></ul> <p>Closed-ended questions are best for quantitative research. They provide you with numerical data that can be statistically analyzed to find patterns, trends, and correlations.</p> <p>Open-ended questions are best for qualitative research. This type of question has no predetermined answers to choose from. Instead, the respondent answers in their own words.</p> <p>Open questions are most common in interviews, but you can also use them in questionnaires. They are often useful as follow-up questions to ask for more detailed explanations of responses to the closed questions.</p> <p>Examples:</p>	
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	<ol style="list-style-type: none"><li>1. How do you feel about the sanitation system in your area?</li><li>2. How would you describe your personality?</li><li>3. In your opinion, what is the biggest problem you face living in XYZ location?</li></ol> <p><b>The content of the survey questions</b></p> <p>To ensure the validity and reliability of your results, you need to carefully consider each question in the survey. All questions should be narrowly focused with enough context for the respondent to answer accurately. Avoid questions that are not directly relevant to the survey's purpose.</p> <p>When constructing closed-ended questions, ensure that the options cover all possibilities. If you include a list of options that isn't exhaustive, you can add another field.</p> <p><b>Phrasing the survey questions</b></p> <p>In terms of language, the survey questions should be as clear and precise as possible. Tailor the questions to your target population, keeping in mind their level of knowledge of the topic.</p> <p>Use language that respondents will easily understand, and avoid words with vague or ambiguous meanings. Make sure</p>	
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	<p>your questions are phrased neutrally, with no bias towards one answer or another.</p> <p><b>Ordering the survey questions</b></p> <p>The questions should be arranged in a logical order. Start with easy, non-sensitive, closed-ended questions that will encourage the respondent to continue.</p> <p>If the survey covers several different topics or themes, group together related questions. You can divide a questionnaire into sections to help respondents understand what is being asked in each part.</p> <p>If a question refers back to or depends on the answer to a previous question, they should be placed directly next to one another.</p> <p><b>1. Distribute the survey</b></p> <p>Before you start, create a clear plan for where, when, how, and with whom you will conduct the survey. Determine in advance how many responses you require and how you will gain access to the sample.</p>	
<b>Sample of a</b>	- We will now go through a questionnaire and look at	<b>15 mins</b>



<p><b>questionnaire</b></p> <p><b>What is missing</b></p>	<p>what elements are missing</p> <ul style="list-style-type: none"> <li>- You have 5 mins to skim through it</li> <li>- Now mention the missing elements in the chat box</li> </ul> <p><a href="https://docs.google.com/document/d/1v33v_7BJkDWX7VqfS39IYf28ItXEd_HxsjRn_c06cVY/edit?usp=sharing">https://docs.google.com/document/d/1v33v_7BJkDWX7VqfS39IYf28ItXEd_HxsjRn_c06cVY/edit?usp=sharing</a></p>	
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<p><b>Introduction to Participant engagement</b></p>	<ul style="list-style-type: none"> <li>- Question 1: What do you think is the most important mark of a good project?</li> <li>- Gather responses from as many as possible</li> <li>- &lt;Expected response is when students have been able to complete it and have gathered learning during the project&gt;</li> <li>- A project will be effective only when students have worked on it with interest and have had the maximum learning.</li> <li>- Question 2: How would we know if the participants have really worked on the project and are on track?</li> <li>- Gather responses from as many as possible</li> <li>- &lt;Expected response is by asking questions&gt;</li> </ul> <p><b>Facilitator Note: If the participants say by asking questions, probe them a bit and ask what kind of questions should we ask - open or close ended etc.</b></p> <ul style="list-style-type: none"> <li>- What are some of the things you do/best practices you take to ensure max participation from your</li> </ul>
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	<p>mentees during the project?</p> <p>Note down their responses</p> <ul style="list-style-type: none"> <li>- What are some of the techniques we can use to check for their progress ?</li> </ul> <p><b>Facilitator Note: Ensure some of the techniques below are showcased here while asking their responses. Note down their responses in a way that you can screenshare it.</b></p>
<p><b>Techniques to increase participant engagement + receiving timely updates updating us</b></p>	<ul style="list-style-type: none"> <li>- Thank the teachers for their response</li> <li>- Ensure you have gathered response from as many as possible</li> <li>- Let's look at your responses once again, these are some powerful techniques.</li> <li>- Summarizing</li> <li>- Here are some techniques we use, which we think will be useful and will enable you to increase mentee engagement.</li> </ul> <ol style="list-style-type: none"> <li>1. <b>Encourage</b> - all opinions, thoughts and ideas are welcome, even if they are different from others, There is freedom to fail and learn.</li> <li>2. <b>Decentralize learning</b> - If mentees come with a problem to you instead of immediately solving it for them, push them to think of answers and make them do the start and address then address the problem</li> <li>3. <b>Motivate them - Push them to give their best</b> - share resources which you think will help them. Motivate them with examples and push them to give their best</li> </ol> <p><b>Facilitator Note: Explain the above techniques, pause and</b></p>

**ask them if they have understood. Probe teachers by asking them questions and ask a few to to explain 1 or 2 of the points in their own words**

- Lets move to the second part of the techniques
- Checking their progress- here are again some powerful methods you have shared.
- These techniques we know you will be using as professors with your students, you will have to repeat them with the mentors you are training as well. We are mentioning them here.

1. **Ask Questions/Probe** - when checking on their progress ask them deeper questions. If they say they have completed survey ask them who all have they spoken to, what was their experience
2. **Set up a time to get weekly updates** - give responsibility to the mentees by asking them to set up a weekly review call. Club 2 mentees to check each other progress ( can think of more innovative ideas like these)

**Facilitator Note: Explain the above techniques, pause and ask them if they have understood. Probe teachers by asking them questions and ask a few to to explain 1 or 2 of the points in their own words**



## ***Day 5***

# ***Community Service Project***

***Mentor Trainer Training Manual***

**Sep,2022**



**Day 5 - Training - 7 hours + 1 hour lunch + 2 - 15 mins break**

Welcome	15		
Warm up	15		
Recap	15		
Agenda	5		
Grouping			
Activity 1 - Sharing 3 case studies	15		
Map key stakeholders and Decide the research methodology to be use and design questions according	30		
Sharing their questionnaire	45	135	9 am - 11:15 am
Break	15	15	11:15-11:30
Survey reporting - How to use tech to analyze data + How to analyze data with samples	70		
Activity to analyze data - drawing conclusions or next action items	30	100	11:30 am - 1:10 pm
Lunch Break	60		1:10pm - 2:10pm
Sharing analysis of data - within groups - Part 2	30		
Go through the findings of the case	20		
Warm up activity	15		
Role of a mentor - what student needs/ expectation and mentor interventions are required	30	110	2:10 pm - 4:00 pm
Break	15		4:00 pm - 4:15 pm
Group Sharing	20		
Role of a mentor Log book introduction with grading	30	105	4:00 pm - 5:45 pm
Problem solving for challenges that can arise for both students	45		



and mentor and their solutions			
Recall + closing	10		

### **Venue set-up**

1. Have the seating in a U shape or 2 layers of U ( to begin with), then teachers can regroup in smaller groups
2. Have posters of the program if possible with stakeholder details
3. Make sure the venue is ready before the participants arrive
4. Have music handy and play during times of thinking activity and when participants enter
5. Have a table with handouts, books, stationary, toffees to lighten the mood ( also can be shared to encourage participants and feedback forms )

### **Stationary required - Please add in more if required**

1. Notebooks
2. Post-it's
3. Chart paper
4. Projector
5. Board to write
6. Ball
7. A4 sheets
8. Prints/Handouts of the case studies
9. Sketch pens
10. Markers
11. Speaker and music

### **Facilitator actions to ensure through the day**

- Tagging
- Thanking responses/ encourage
- Asking open ended questions/probing



- Pausing for responses
- Since it is live, it can get chaotic. Ask a question and request them to raise hands ( follow tagging post that)
- Check for understanding - Thumbs up, rate of 5 etc.

**Session 1 - Welcome + Warm-up activity- recap - agenda**

**Grouping to design survey questions and sharing them whole group**

Outcomes	Participants will be able to <ol style="list-style-type: none"> <li>1. Participants are able to recall the Day 3 and 4 sessions</li> <li>2. Go through a case study and prepare a questionnaire for survey</li> <li>3. Share the survey with the group</li> <li>4. Check on the final survey method used and questions for that particular case study</li> </ol>
Time	135 minutes
Materials/prep	PPT - Link the ppt here Notebook for each teacher A4 sheets , sketch pens, Chart paper, Case student print outs ( <ul style="list-style-type: none"> <li>- with all 3 case introduction in a page</li> <li>- individual case study with survey and data received for analysis</li> </ul>

Section	Instruction	Time
<b>Welcome</b>	<ul style="list-style-type: none"> <li>- Welcome them with a smile</li> <li>- Hello greetings, Welcome and settle all in. Wait for the teachers to come</li> </ul>	<b>15 mins</b>

	<ul style="list-style-type: none"> <li>- Teachers might come in late so expect it start maybe about 15 mins late</li> </ul>	
<p><b>Energiser (Mallika - how to facilitate in big number)</b></p>	<ul style="list-style-type: none"> <li>- Ask the participants to make an airplane out of the paper given to them.</li> <li>- Inform them that they have 5 mins to make the plane</li> <li>- Once they make the airplane, ask them to write the following things on the plane-               <ul style="list-style-type: none"> <li>● Their name</li> <li>● 2 questions they want to ask someone they have just met.</li> </ul> </li> <li>- Inform the participants to form groups of 5 in the the count of 1, 2, 3, 4 ,5</li> <li>- Ask the participants to form into the groups of 5 and stand in a circle</li> <li>- Ask them to throw the planes to another member in the circle</li> <li>- Ensure each member catches a plane</li> <li>- Once all the participants get the planes, one by one ask them to respond to the questions mentioned on the plane they caught</li> <li>- Inform them that they have 10 mins to do that</li> <li>- Give them a time check at intervals</li> <li>- Close the activity by thanking them for being so participatory</li> </ul>	<p><b>15 mins - mins</b></p>
<p><b>Recap (Mallika)</b></p>	<ul style="list-style-type: none"> <li>- Inform them that it is wonderful to see them all here.</li> <li>- Ask them since they have been a part of our trainings, what is the first activity we will start with</li> <li>- Collect a few responses</li> <li>- Tell they it is “Recap”</li> <li>- Today since we all are live here, let’s do a small activity for recap</li> <li>- We have put out a chart with Day 3 and Day 4 mentioned on it, request you all to take a post it/pen and write one point</li> </ul>	<p><b>15 mins</b></p>

	<p>you remember from Day 3 and 4 of the training sessions and post it in the relevant chart</p> <ul style="list-style-type: none"> <li>- You have 5 mins to complete this activity</li> <li>- Time check</li> <li>- Once you are done after 5 mins- Go through what the others have written on the chart.</li> <li>- Add in if any points strike you</li> </ul> <p>Summarize if required</p> <p>Day 3</p> <ul style="list-style-type: none"> <li>- Why You and Why are you here?</li> <li>- Your Expectations of the program</li> <li>- 8 weeks of the program for the students</li> <li>- Experience a section of the student curriculum</li> </ul> <p>*Identifying issues around us through observation and experience</p> <p>* Shortlisting problems</p> <p>*Mapping it to SDGs</p> <p>* Problem tree analysis, Framing the problem statement and research question</p> <p>And</p> <ul style="list-style-type: none"> <li>- Introduction to who is a facilitator and some facilitator actions</li> </ul> <p>Day 4</p> <ul style="list-style-type: none"> <li>● Go through Second half of the week 1 curriculum</li> <li>● Types of Research &amp; Survey Methods</li> <li>● Identifying Key Stakeholders for your survey</li> <li>● Introduction to tools for data collection</li> <li>● Identify key questions and tools for data collection</li> <li>● Facilitator Actions</li> <li>● Look at topics for Week 1 and 2 of student curriculum</li> </ul>	
<p><b>Agenda</b></p>	<ul style="list-style-type: none"> <li>- What do you think is next?</li> <li>- Yes the agenda</li> <li>- Look at case studies, read them - Map the key stakeholders</li> </ul>	<p><b>5 mins</b></p>

	<p>and prepare a survey questionnaire based on the research methodology decided</p> <ul style="list-style-type: none"> <li>- Look at tools needed for data analysis for Survey reporting</li> <li>- How to analyze data and draw conclusions or next action items</li> <li>- Role of a mentor , requirements of students</li> <li>- Introduction to grading system and log book design</li> <li>- Problem solving mentor issues/challenges</li> </ul>	
<p><b>Grouping the Activity 1 - Sharing 3 case studies</b></p>	<ul style="list-style-type: none"> <li>- Let's begin with the first session of the training today, inform the participants that we will be going through a case study and build on a research survey for the same</li> <li>- For this activity request you all to form groups of ( decide as per the classroom strength, ensure that there are not more than 6 groups</li> <li>- Read out the intro for each case study so the teachers are aware of the different types of case studies</li> <li>- Give each group a choice to choose from Arts, Commerce, Science cases</li> <li>- Check for understanding</li> </ul> <p><b>Case Study 1:</b></p> <p><b>Type: For Arts Students - Qualitative Focus Group Study</b></p> <p><b>Topic: Employing CBPR to Understand the Well-Being of Higher Education Students During Covid-19 Lockdown in India</b></p> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>- Design research survey questions for participants</li> <li>- What challenges did students face during this time?</li> </ul> <p><b>Link to Case:</b> <a href="#">CaseStudy1_Arts.pdf</a></p>	<p><b>15mins</b></p>



	<p><b><u>Case Study 2: Commerce</u></b></p> <p><b>Type: Quantitative + Qualitative Study including Stakeholder Management</b></p> <p><b>Topic: Tourism as an Additional Source of Rural Livelihoods: An Experience from Two Villages of Rajasthan</b></p> <p><b>Task:</b></p> <ul style="list-style-type: none"><li>- Design research survey questions for participants</li><li>- Who are the key stakeholders for this study?</li></ul> <p><b>Link to Case:</b> <a href="#">CaseStudy2_Commerce.pdf</a></p> <p><b><u>Case Study 3: Science</u></b></p> <p><b>Type: Quantitative + Qualitative Study including educational intervention</b></p> <p><b>Topic: The Effect of Community-Based Health Education Intervention on Management of Menstrual Hygiene among Rural Indian Adolescent Girls</b></p> <p><b>Task:</b></p> <ul style="list-style-type: none"><li>- Design research survey questions for participants</li><li>- What education awareness campaign/strategy measures would you take?</li></ul>	
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	<p><b>Link to Case:</b> <a href="#">CaseStudy3_Science.pdf</a></p>	
<p><b>Design survey question</b></p>	<ul style="list-style-type: none"> <li>- In this activity, you will be</li> <li>1. As a group review this '<a href="#">Socio Economic Survey Sample</a>'</li> <li>2. As a group come design the survey / interview questions</li> <li>3. You have 25 mins to complete the activity - mention end time</li> <li>4. Answer to question 2</li> <li>5. Check for understanding by asking a teacher to repeat</li> <li>6. Questions if any</li> <li>7. Begin! - Give time checks in between</li> <li>8. Time is up</li> </ul> <p><b>Facilitator note: Go around the classroom to hear what the teachers are discussing and probe them if required</b></p>	<p><b>30 mins</b></p>
<p><b>Group sharing</b></p>	<ul style="list-style-type: none"> <li>- At the end of 25 minutes, ask each group to present</li> <li>- Inform them that they have 5 mins each to complete the sharing</li> <li>- They have to share stakeholders, research methodology and the questions asked in the type of survey ( briefly the ones they think that stood out)</li> <li>- Ensure they are timed and participants do not exceed 5 mins</li> <li>- At the end of the session, thank the participants for participating and provide the entire case study for their study. Also, inform them that the case studies will also be shared with the students for their reference and learning</li> <li>- Let's take a quick 15 mins tea break, we will see you at _____</li> </ul>	<p><b>45mins</b></p>

**Session 2 - How to use tech to analyze data + How to analyze data received + Drawing conclusions/ check for hypothesis solutions / next action steps and report findings**



Outcomes	<p>Participants will be able to</p> <ol style="list-style-type: none"> <li>5. Participants learn/ get introduced to how tech is used to analyze data</li> <li>6. Participants understand how to analyze data</li> <li>7. Learn how to Draw conclusions, solutions or draw next steps for the case and report findings</li> </ol>
Time	90 minutes
Materials/prep	<p>PPT - Link the ppt here</p> <p>Notebook for each teacher</p> <p>A4 sheets , sketch pens, Chart paper, Case student print outs</p> <ul style="list-style-type: none"> <li>- individual case study with survey and data received for analysis</li> </ul>

Section	Instruction	Time
<p>Survey reporting - How to use tech to analyze data, draw conclusions or develop next steps + How to analyze data with samples (VAMSHI)</p>	<ul style="list-style-type: none"> <li>- Welcome back teachers</li> <li>- How are you feeling right now rate on a scale of 1-5, 1 being low and 5 being super charged</li> <li>- Now let's get back to the groups we were a part of before we went for the break</li> <li>- Are you all settled into your groups?</li> <li>- What is the next step?</li> <li>- Gather a few responses</li> <li>- Yes to conduct a survey, unfortunately since we are short of time we will not be practically conducting a survey in our sessions but the students will and they</li> </ul>	70mins

	<p>will be conducting this survey for 1 full week.</p> <ul style="list-style-type: none"> <li>- Week 2 - the students will have to dedicate for actually going on ground and conducting the survey</li> <li>- We will in the next activity go through the survey conducted for the case study we were discussing earlier.</li> <li>- The next step after completing the survey is to ?</li> <li>- Collect all data and analyze it</li> <li>- This will help in a step called 'Survey reporting'</li> <li>- What do you think is survey reporting ?</li> <li>- Gather responses and share &lt; A survey report is a document with important metrics gathered from survey.. The goal of a survey report is to present the data in full, its analysis and presents all the results that were collected. .</li> <li>- There are different methods and tools which we can use for analyzing data and reporting the survey with next steps or conclusions and your findings</li> </ul> <p><b>Theory on Data Analysis:</b></p> <p>Your data analysis methods will depend on the type of data you collect and how you prepare it for analysis. The information mentioned here is for your reference, as per your interest and</p> <p>Data can often be analyzed both quantitatively and qualitatively. For example, survey responses could be analyzed qualitatively by studying the meanings of responses or quantitatively by studying the frequencies of responses.</p>	
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Research Method	Qualitative or Quantitative?	When to use?
Statistical Analysis	Quantitative	To analyze data collected in a statistically valid manner from surveys, and observations)
Thematic Analysis	Qualitative	To analyze data collected from interviews, focus groups or textual sources.

**A) Statistical Analysis**

Statistical analysis means investigating trends, patterns, and relationships using quantitative data. It is an important research tool used by scientists, governments, businesses, and other organizations.

To draw valid conclusions, statistical analysis requires careful planning from the very start of the research process. You need to specify your hypotheses and make decisions about your research design, sample size, and sampling procedure.

After collecting data from your sample, you can organize and summarize the data using descriptive statistics. Then, you can use inferential statistics to formally test hypotheses and make estimates about the population. Finally, you can interpret and generalize your findings.

Now, we will understand how to perform Statistical Analysis through a 5 step process with a simple example.

Step 1: Write your hypotheses and plan your research design (examples below for your reference)

Research Question	Hypothesis	Null Hypothesis
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<p>What are the health benefits of eating an apple everyday?</p>	<p>Increasing apple as part of every day diet will result in decreasing frequency of doctor visits</p>	<p>Increasing apple as part of every day diet will have no effect on frequency of doctor visits</p>
<p>Which mobile networks have the worst signal quality?</p>	<p>Low-cost mobile networks are more likely to have bad signal quality</p>	<p>Low-cost and high-cost mobile networks are equally likely to have bad signal quality</p>
<p>Step 2: Choose Sample and estimate sample size</p> <p>Step 3: Summarize your data with descriptive statistics</p> <p>Step 4: Test hypotheses or make estimates with inferential statistics</p> <p>Step 5: Interpret your results</p> <p><b>Example Research Question:</b></p> <p>Is there a relationship between parental income and college grade point average (GPA)?</p> <p><b>Step 1: Write your hypotheses and plan your research design</b></p> <p>The goal of research is often to investigate a relationship between variables within a population. You start with a prediction, and use statistical analysis to test that prediction.</p> <p>A statistical hypothesis is a formal way of writing a prediction about a population. Every research prediction is rephrased into null and alternative hypotheses that can be tested using sample data.</p> <p>While the null hypothesis always predicts no effect or no relationship between variables, the alternative hypothesis states your research prediction of an effect or relationship.</p>		

### Example Hypothesis:

**Null Hypothesis:** Parental income and GPA have no relationship with each other in college students

**Alternative Hypothesis:** Parental income and GPA are positively correlated in college students

### Plan your Research Design:

A research design is your overall strategy for data collection and analysis. It determines the statistical tests you can use to test your hypothesis later on.

First, decide whether your research will use a descriptive or correlational design.

- In a correlational design, you can explore relationships between variables (e.g., parental income and GPA) without any assumption of causality using correlation coefficients and significance tests.
- In a descriptive design, you can study the characteristics of a population or phenomenon (e.g., the prevalence of self-confidence amongst college students in Andhra Pradesh) using statistical tests to draw inferences from sample data.

### Example Research Design:

**Null Hypothesis:** To collect your data, you will ask participants to fill in a survey and self-report their parents' incomes and their own GPA.

### Step 2: Choose Sample and estimate sample size

Before recruiting participants, decide on your sample size either by looking at other studies in your field or using statistics. A sample that's too small may be unrepresentative of the sample, while a sample that's too large will be expensive.

As a rule of thumb, a minimum of 30 units or more per subgroup is necessary. Additionally, there are many sample size calculators online available for you to explore.

### Step 3: Summarize your data with descriptive statistics

Once you've collected all of your data, you can inspect them and calculate descriptive statistics that summarize them.

Descriptive Statistics summarize and organize characteristics of a data set.

There are 3 main types of descriptive statistics:

- **Distribution:** the frequency of each value/variable in numbers or %
- **Measures of Central tendency:** the averages of the values, the mean, median and mode are 3 ways of finding the average.

**Mode:** the most frequent value.

**Median:** the middle number in an ordered dataset.

**Mean:** the sum of all values divided by the total number of values.

- **Variability or dispersion:** how spread out the values are - the range, standard deviation and variance each reflect different aspects of spread.

**Range:** the highest value minus the lowest value of the data set.

**Interquartile range:** the range of the middle half of the data set.

**Standard deviation:** the average distance between each value in your data set and the mean.

**Variance:** the square of the standard deviation.

The below table has a summary of formulas required for descriptive statistics

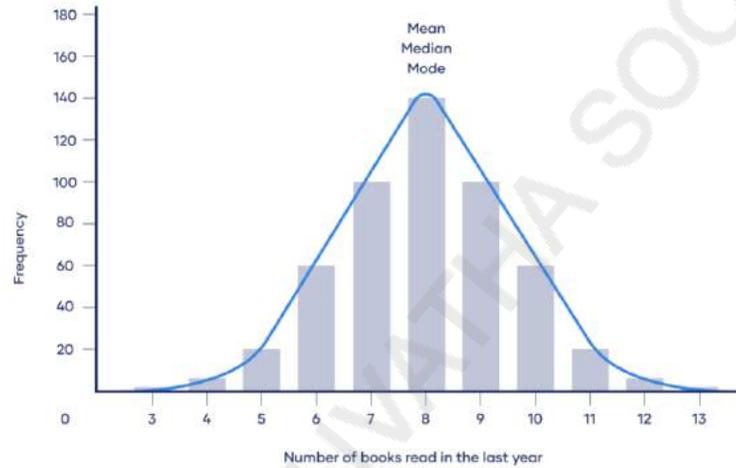
Sample Mean, $\bar{x}$	$\frac{\sum x}{n}$
Population Mean, $\mu$	$\frac{\sum x}{N}$
Sample Standard Deviation, (s)	$\sqrt{\frac{\sum(x-\bar{x})^2}{n-1}}$
Population Standard Deviation, $\sigma$	$\sigma = \sqrt{\frac{\sum(x-\mu)^2}{N}}$
Sample Variance, $s^2$	$s^2 = \frac{\sum(x_i-\bar{x})^2}{n-1}$
Population Variance, $\sigma^2$	$\sigma^2 = \frac{\sum(x_i-\mu)^2}{N}$
Range, (R)	Largest data value – smallest data value

In addition to central tendency, the variability and distribution of your dataset is important to understand when performing descriptive statistics. The shape of the distribution and level of measurement should guide your choice of variability statistics. The interquartile range is the best measure for skewed distributions, while standard deviation and variance provide the best information for normal distributions.

**Normal Distribution:**

In a normal distribution, data is symmetrically distributed with no skew. Most values cluster around a central region, with values tapering off as they go further away from the center. The mean, mode and median are exactly the same in a normal distribution.

Normal distribution: Number of books read in the last year

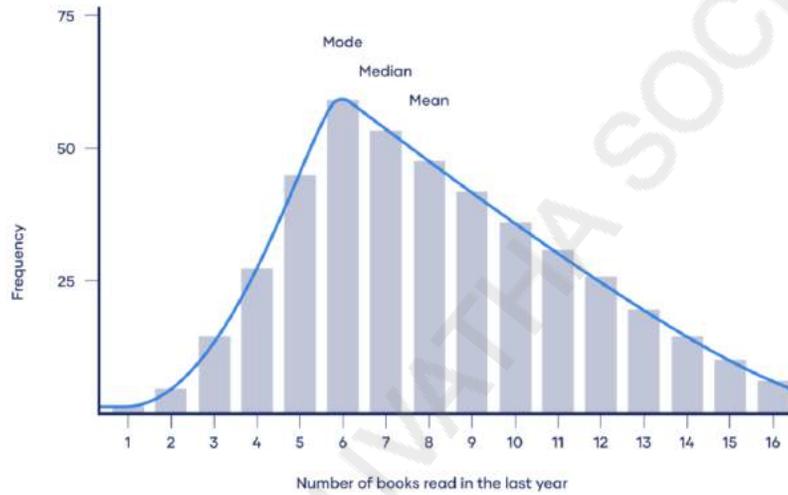


**Skewed Distributions:**

In skewed distributions, more values fall on one side of the center than the other, and the mean, median and mode all differ from each other. One side has a more spread out and longer tail with fewer scores at one end than the other. The direction of this tail tells you the side of the skew.

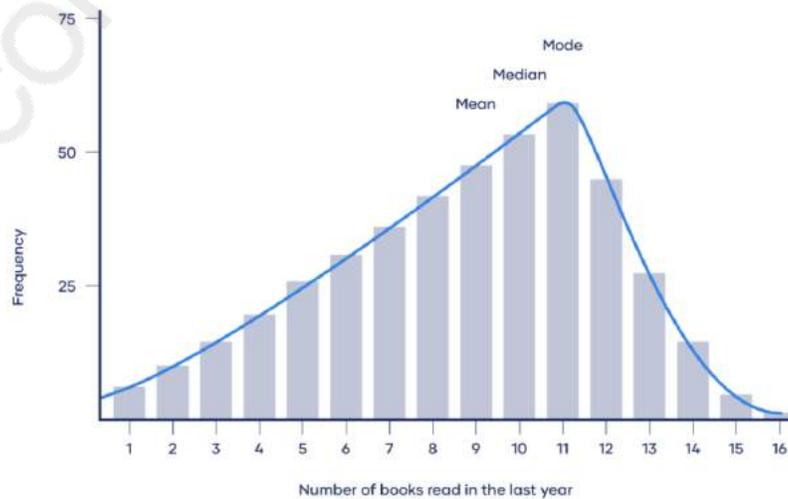
In a positively skewed distribution, there's a cluster of lower scores and a spread out tail on the right. In a positively skewed distribution, mode < median < mean.

### Positively skewed distribution: Number of books read in the last year



In a negatively skewed distribution, there's a cluster of higher scores and a spread out tail on the left. In a negatively skewed distribution, mean < median < mode.

### Negatively skewed distribution: Number of books read in the last year



### Example Descriptive Statistics:

After collecting data from 653 students, you tabulate descriptive statistics for annual parental income and GPA.

It's important to check whether you have a broad range of data points. If you don't, your data may be skewed towards some groups more than others (e.g., high academic achievers), and only limited inferences can be made about a relationship.

	Parental Income (INR)	Student G
<b>Mean</b>	62,100	3.12
<b>Standard deviation</b>	15,000	0.45
<b>Variance</b>	225,000,000	0.16
<b>Range</b>	8,000–378,000	2.64 –4.00
<b>N</b>	653	

Next, we can compute a correlation coefficient and perform a statistical test to understand the significance of the relationship between the variables in the population.

#### Step 4: Test hypotheses or make estimates with inferential statistics

Inferential statistics help you come to conclusions and make predictions based on your data. With inferential statistics, it's important to use random and unbiased sampling methods. If your sample isn't representative of your population, then you can't make valid statistical inferences.

Using inferential statistics, you can make conclusions about population parameters based on sample statistics.

- A statistic is a measure that describes the sample (e.g., sample mean).
- A parameter is a measure that describes the whole population (e.g., population mean)

Sampling error is the difference between a parameter and a corresponding statistic. Since in most cases you don't know the real population parameter, you can use inferential statistics to estimate these parameters in a way that takes sampling error into account.

There are two important types of estimates you can make about the population: point estimates and interval estimates.

- A point estimate is a single value estimate of a parameter. For instance, a sample mean is a point estimate of a population mean.
- An interval estimate gives you a range of values where the parameter is expected to lie. A confidence interval is the most common type of interval estimate.

Both types of estimates are important for gathering a clear idea of where a parameter is likely to lie.

A confidence interval uses the variability around a statistic to come up with an interval estimate for a parameter. Confidence intervals are useful for estimating parameters because they take sampling error into account.

	<p>A confidence level tells you the probability (in percentage) of the interval containing the parameter estimate if you repeat the study again.</p> <p><b>Example:</b> A 95% confidence interval is usually used, you can use the same. It means that if you repeat your study with a new sample in exactly the same way 100 times, you can expect your estimate to lie within the specified range of values 95 times.</p> <p><b>Hypothesis Testing:</b></p> <p>Using data from a sample, you can test hypotheses about relationships between variables in the population. Hypothesis testing starts with the assumption that the null hypothesis is true in the population, and you use statistical tests to assess whether the null hypothesis can be rejected or not.</p> <p>Statistical tests determine where your sample data would lie on an expected distribution of sample data if the null hypothesis were true. These tests give two main outputs:</p> <ul style="list-style-type: none"><li>• A test statistic tells you how much your data differs from the null hypothesis of the test.</li><li>• A <math>p</math> value tells you the likelihood of obtaining your results if the null hypothesis is actually true in the population.</li></ul> <p>Statistical tests come in three main varieties:</p> <ul style="list-style-type: none"><li>• <b>Comparison tests:</b> assess group differences in outcomes.</li><li>• <b>Regression tests:</b> assess cause-and-effect relationships between variables.</li><li>• <b>Correlation tests:</b> assess relationships between variables without assuming causation.</li></ul> <p>Your choice of statistical test depends on your research questions, research design, sampling method, and data characteristics.</p> <p><b>Introduction to t-test:</b></p> <p>A t-test is a statistical test that is used to compare the means of two groups. It is often used in hypothesis testing to determine whether a process or treatment actually has an effect on the</p>	
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	<p>population of interest, or whether two groups are different from one another.</p> <p>When choosing a t-test, you will need to consider two things: whether the groups being compared come from a single population or two different populations, and whether you want to test the difference in a specific direction.</p> <p><b>One-sample, two-sample, or paired t-test?</b></p> <ul style="list-style-type: none"><li>• If the groups come from a single population (e.g. measuring before and after an experimental treatment), perform a paired t-test.</li><li>• If the groups come from two different populations (e.g. two different species, or people from two separate cities), perform a two-sample t-test (a.k.a. independent t-test).</li><li>• If there is one group being compared against a standard value (e.g. comparing the acidity of a liquid to a neutral pH of 7), perform a one-sample t-test.</li></ul> <p><b>One-tailed or two-tailed t-test?</b></p> <ul style="list-style-type: none"><li>• If you only care whether the two populations are different from one another, perform a two-tailed t-test.</li><li>• If you want to know whether one population mean is greater than or less than the other, perform a one-tailed t-test.</li></ul> <p><b>Performing the t-test:</b></p> <p>Excel is a great tool to perform the t-test, this link can be followed to understand and perform the step-by-step process - <a href="https://statisticsbyjim.com/hypothesis-testing/t-tests-excel/">https://statisticsbyjim.com/hypothesis-testing/t-tests-excel/</a>. Additionally, you can google search for 'how to perform t-tests on excel' and learn from what suits you best.</p> <p>If you want to explore the test manually, you can see below:</p> <p>The formula for the two-sample t-test is shown below.</p> $t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(s^2(\frac{1}{n_1} + \frac{1}{n_2}))}}$	
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	<p>In this formula, <math>t</math> is the <math>t</math>-value, <math>x_1</math> and <math>x_2</math> are the means of the two groups being compared, <math>s^2</math> is the pooled standard error of the two groups, and <math>n_1</math> and <math>n_2</math> are the number of observations in each of the groups.</p> <p>A larger <math>t</math>-value shows that the difference between group means is greater than the pooled standard error, indicating a more significant difference between the groups.</p> <p><b>Example: t-test Result</b></p> <p>Since you expect a positive correlation between parental income and GPA, you use a one-sample, one-tailed <math>t</math> test. The <math>t</math> test gives you:</p> <p><math>t</math> value of 3.08 and a <math>p</math> value of 0.001</p> <p><b>Step 5: Interpret your results</b></p> <p><b>Statistical significance</b></p> <p>The significance level, or alpha (<math>\alpha</math>), is a value that the researcher sets in advance as the threshold for statistical significance. In a hypothesis test, the <math>p</math> value is compared to the significance level to decide whether to reject the null hypothesis.</p> <ul style="list-style-type: none"><li>• If the <math>p</math> value is higher than the significance level, the null hypothesis is not rejected, and the results are not statistically significant.</li><li>• If the <math>p</math> value is lower than the significance level, the results are interpreted as rejecting the null hypothesis and reported as statistically significant.</li></ul> <p>Usually, the significance level is set to 0.05 or 5%. That means your results must have a 5% or lower chance of occurring under the null hypothesis to be considered statistically significant.</p> <p><b>Note: Statistically significant results are considered unlikely to have arisen solely due to chance. There is only a very low chance of such a result occurring if the null hypothesis is true in the population.</b></p>	
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### Example: Result Interpretations

You compare your p value of 0.001 to your significance threshold of 0.05. With a p value under this threshold, you can reject the null hypothesis. This indicates a statistically significant correlation between parental income and GPA in college students.

Note that correlation doesn't always mean causation, because there are often many underlying factors contributing to a complex variable like GPA. Even if one variable is related to another, this may be because of a third variable influencing both of them, or indirect links between the two variables.

### B) Thematic Analysis

Thematic analysis is a method where you're trying to find out something about people's views, opinions, knowledge, experiences or values by analyzing qualitative data. It is usually applied to a set of texts from surveys, interviews or focus groups. You will closely examine the data to identify common themes – topics, ideas and patterns that come up repeatedly.

Some types of research questions you can use thematic analysis to answer:

- How do patients perceive doctors in a government hospital?
- What are young women's experiences about inequality in their daily life?
- How is the support system for financial assistance from banks?

Thematic analysis is subjective and relies on the researcher's judgement, so you have to reflect carefully on your own choices, beliefs and interpretations.

There are two types of approaches for Thematic Analysis:

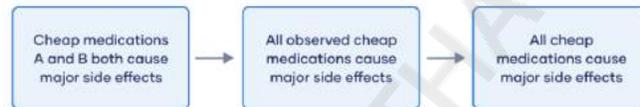
- 1) **Inductive Approach:** is a method of drawing conclusions by going from the specific to the general or bottom-up reasoning. It is a logical approach to making inferences, or conclusions. People often use inductive reasoning informally

in everyday situations.

### Inductive reasoning



#### Example



### Examples: Inductive Approach

Stage	Example 1	Example 2
Specific Observation	Charlie is a brown dog and he barks loudly	Baby Riya said her first word at the age of 12 months
Pattern Recognition	Every brown dog I met barks loudly	Every girl baby I saw says their first word at 12 months
General Conclusion	All brown dogs bark loudly	All girl babies say their first word at the age of 12 months

**2) Deductive Approach:** is a method where you progress from general ideas to specific conclusions or top-down reasoning.

In deductive reasoning, you'll make an argument for a certain idea. You make an inference, or come to a conclusion, by applying different premises.

### Deductive reasoning

Existing theory

→

Formulate hypothesis

→

Collect data

→

Analyze data

→

Do/don't reject hypothesis

Example

All biological life depends on water to exist

→

All land mammals depend on water to exist

→

Study all land mammal species to see if they depend on water

→

All land mammal species depend on water

→

Null hypothesis does not get rejected

A premise is a generally accepted idea/fact/rule. It's a statement that lays the groundwork for a theory/idea. Conclusions are statements supported by premises.

In a simple deductive logic argument, you'll often begin with a premise, and add another premise. Then, you form a conclusion based on these two premises. This format is called "premise-premise-conclusion."

**Examples: Deductive Approach**

Stage	Example 1	Example 2
Premise	All insects have exactly 6 legs	Blue Litmus paper turns red in the presence of acid
Premise	Spiders have eight legs	The blue litmus paper turned red when I poured some liquid on it
Conclusion	Therefore, spiders are not insects	Therefore, the liquid is acidic

Now we will understand how to perform ‘Thematic Analysis’ with a six-step process:

1. Familiarization
2. Coding
3. Generating Themes
4. Reviewing Themes
5. Defining and Naming themes
6. Summary

### 1. Familiarization

The first step is to get to know our data. It’s important to get a thorough overview of all the data we collected before we start analyzing individual items.

This can involve transcribing audio, reading through the text and taking initial notes, and generally looking through the data to get familiar with it.

### 2. Coding

Next up, we need to code the data. Coding means highlighting sections of our text – usually phrases or sentences – and coming up with shorthand labels or “codes” to describe their content.

Let’s take a short example text. Say we’re researching perceptions of safety in online payments (UPI, Netbanking) among participants aged 50+. We have collected data through a series of interviews. An extract from one interview looks like this:

Interview Extract	Codes
<p>Personally, I’m not sure. I think many people are using it, but I don’t know why or how. People say you should trust the system and it’s safe, but what if they have hidden benefits in this? I’m not saying they’re wrong, I’m</p>	<ul style="list-style-type: none"> <li>● Uncertainty</li> <li>● Acknowledgement and awareness</li> <li>● Lack of trust in system</li> <li>● Difficult to</li> </ul>

	<p>just saying there's reasons not to 100% trust them. The rules keep changing – I can't do any transactions outside banks.</p>	<p>accept change</p>						
	<p>In this extract, we've highlighted various phrases in different colours corresponding to different codes. Each code describes the idea or feeling expressed in that part of the text.</p> <p>At this stage, you should be thorough: go through the transcript of every interview and highlight everything that jumps out as relevant or potentially interesting. As well as highlight all the phrases and sentences that match these codes, we can keep adding new codes as we go through the text.</p> <p>After going through the text, collate all the data together into groups identified by code. These codes will give a condensed overview of the main points and common meanings that recur throughout the data.</p> <p><b>3. Generating Themes</b></p> <p>Next, look over the codes you've created, identify patterns among them, and start coming up with themes.</p> <p>Themes are generally broader than codes. Most of the time, you'll combine several codes into a single theme. In our example, we can combine codes into themes like this:</p>							
	<table border="1"> <thead> <tr> <th data-bbox="441 1535 899 1608">Codes</th> <th data-bbox="899 1535 1526 1608">Theme</th> </tr> </thead> <tbody> <tr> <td data-bbox="441 1608 899 1747"> <ul style="list-style-type: none"> <li>• Uncertainty</li> <li>• Lack of knowledge</li> <li>• Alternative explanations</li> </ul> </td> <td data-bbox="899 1608 1526 1747"> <ul style="list-style-type: none"> <li>• Uncertainty</li> </ul> </td> </tr> <tr> <td data-bbox="441 1747 899 1898"> <ul style="list-style-type: none"> <li>• Fear of being cheated by system</li> <li>• Lack of trust in system</li> </ul> </td> <td data-bbox="899 1747 1526 1898"> <ul style="list-style-type: none"> <li>• Lack of trust in system</li> </ul> </td> </tr> </tbody> </table>		Codes	Theme	<ul style="list-style-type: none"> <li>• Uncertainty</li> <li>• Lack of knowledge</li> <li>• Alternative explanations</li> </ul>	<ul style="list-style-type: none"> <li>• Uncertainty</li> </ul>	<ul style="list-style-type: none"> <li>• Fear of being cheated by system</li> <li>• Lack of trust in system</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of trust in system</li> </ul>
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<ul style="list-style-type: none"> <li>• Uncertainty</li> <li>• Lack of knowledge</li> <li>• Alternative explanations</li> </ul>	<ul style="list-style-type: none"> <li>• Uncertainty</li> </ul>							
<ul style="list-style-type: none"> <li>• Fear of being cheated by system</li> <li>• Lack of trust in system</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of trust in system</li> </ul>							

	<ul style="list-style-type: none"> <li>• Distrust of technology</li> </ul> <p>Some codes are too vague or not relevant enough (for example, because they don't appear very often in the data), they can be grouped with similar codes as themes. Create potential themes that tell something helpful about the data.</p> <p><b>4. Reviewing Themes</b></p> <p>Now make sure that the themes are useful and accurate representations of the data. Review the data set and compare themes against it. Check if you are missing anything? Are the themes really present in the data? What can you change to make the themes work better? If you encounter problems with the themes, split them up, combine them, discard them or create new ones: whatever makes them more useful and accurate.</p> <p><b>5. Defining and naming Themes</b></p> <p>Now that you have a final list of themes, it's time to name and define each of them.</p> <p>Defining themes involves formulating exactly what you mean by each theme and figuring out how it helps you understand the data.</p> <p>Naming themes involves coming up with a succinct and easily understandable name for each theme.</p> <p><b>6. Summary</b></p> <p>Finally, synthesise your analysis of the data using the below key points:</p> <p>Follow the report format provided, ensure you also include a methodology section, describing how you collected the data (e.g. through structured interviews or open-ended survey questions or focus groups and explaining how you conducted the thematic analysis itself.</p> <p>The results or findings section usually addresses each theme in turn. Describe how often the themes come up and what they mean,</p>	
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	<p>including examples from the data as evidence. Finally, in the conclusion explain the main takeaways and show how the analysis has answered the research question.</p>	
<p><b>drawing conclusions or next action items</b></p>	<ul style="list-style-type: none"> <li>- Now that we have gone through how to report a survey</li> <li>- Let's look at the case study we were working on this morning</li> <li>- Share the case study survey questions and the data collected</li> <li>- In this activity you will be             <ul style="list-style-type: none"> <li>• Spend the First 10 mins looking at the stakeholders identified, survey conducted and the data collected during the survey</li> <li>• Next look at the tools used to collect data and for analysis</li> <li>• Analyze the data</li> <li>• State your findings and what the next steps should be</li> </ul> </li> <li>- You have 20 mins to complete the task</li> <li>- Give time checks</li> <li>- Add an additional 5 mins if required</li> </ul> <p><b>Facilitator note: Go around the classroom to hear what the teachers are discussing and probe them if required</b></p>	<p><b>30 mins</b></p>

Session 3 - Warm up activity, Group sharing,



Outcomes	Participants will be able to 8. Participants keenly observe the case studies and it's findings 9. Participants understand the role of a mentor and the interactions/interventions required
Time	110 minutes
Materials	PPT -Will be shared Notebook for each teacher

Section	Instruction	Time
<b>Group sharing</b>	<ul style="list-style-type: none"><li>- Inform them that we will continue with the group sharing activity</li><li>- Share your findings and what steps should be taken next</li><li>- Add in any other points you found interesting or struck you</li><li>- Ensure the participants stick to a time limit</li><li>- Congratulate and thank them for being a part of this activity</li></ul>	<b>30 mins</b>



<p><b>Go through the actual survey and it's findings</b></p>	<ul style="list-style-type: none"><li>- Inform them that Now let's spend the next 10 mins go through what were the actual findings of the case and the next steps they took.</li><li>- Do a group discussion on</li><li>- What are some similarities and differences between the actual findings and the one they made as a group</li></ul> <p>Debrief</p> <ul style="list-style-type: none"><li>- Ask the participants how they felt doing this activity</li><li>- What are somethings that stood out for them</li><li>- How was working with your group so far</li></ul> <p>&lt;Inform them that the students will get an opportunity to go through these surveys in their student curriculum and go through a similar process of learning individually&gt;</p> <p>With this we have completed the cycle of Socio Economic survey and it's reporting</p> <p>This is the completion of week 1 and 2 for the students. We will be looking at the rest in Day 6 session</p>	<p><b>20</b></p>
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<p><b>Warm up activity</b></p>	<ul style="list-style-type: none"> <li>- Inform them we will doing a fun activity, let's form new groups of 6-7 members</li> <li>A. Challenge: "I have a challenge for you all!"</li> <li>B. End Goal: "The goal of this activity is to bring this pipe down from the shoulder length of the tallest person in the group to the ground. &lt;Show the pipe&gt;</li> <li>C. Guideline: "There are some guidelines for you to follow:             <ul style="list-style-type: none"> <li>a. The pipe must only rest on your index fingers</li> <li>b. Your index fingers should only be parallel. Not up-down- facing down or up, and neither should you hold the pipe at any point &lt;Show all of this without the pipe&gt;</li> <li>c. The pipe must stay in contact with index fingers of ALL the members ALL the time till the task is delivered.</li> <li>d. Every time you digress or catch yourself from not following the guidelines: "you start the task again.."</li> </ul> </li> <li>D. Expectation: "I expect you to correct yourself without me calling out.."</li> <li>E. Time: Option 1: "How much time do you think you will take to complete this challenge?" Option 2: "I give you 7 mins: Do you need more or less?" Facilitator can extend the time by 3 more mins which would make it 10 mins collectively.</li> <li>F. Questions: "Do you have any questions about this challenge?"</li> </ul> <p><b>Debrief</b></p> <ul style="list-style-type: none"> <li>a. How was the experience?Talk to me about it a little.</li> <li>b. What did you personally have to do to make sure the pipe did not drop?</li> <li>c. What did you need the others to do?</li> </ul> <p><i>Facilitator Note: Look out for responses that talk about cooperation, communication, coordination and most importantly how each members' presence was important to make this happen.</i></p> <ul style="list-style-type: none"> <li>a. We are starting on an adventure together.</li> </ul>	<p><b>15</b></p>
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	<p>b. Just like in the exercise, if we do not work together as one team, we won't get much done . Each of us have a role to play and the program will not go forward without your complete cooperation, coordination and help. You all play a very important role.</p>	
<p><b>Introduction the role of a mentor</b></p>	<ul style="list-style-type: none"><li>- Inform them that as they are aware, a group of 15 students will report to a mentor who is a faculty from the college or region the students belong to</li><li>- They will be updating their project's progress to the mentors</li><li>- Let's now look at the role of a mentor and the activities he/she has to do for a successful completion of this project</li><li>- In this activity we want you to map two things</li><li>- In first half the sheet write down all the support and help a student will need from a mentor</li><li>- In the second half side write down all the things a mentor can do to help the student from his/her side</li><li>- Let's think of all the minutest help required or can be done to ensure this project can be a success</li><li>- You have 20 mins to work on this ( 10 minutes on each side)</li><li>- Inform them that their responses will help us plan the project better and set a role for the mentors</li><li>- Give a time check at 10 mins</li><li>- Give an additional 5-10 mins if required</li><li>- Thank them for being a part of this activity and inform them that we will be taking a 15 min break now</li><li>- Once we are back we will noting down your responses</li></ul>	<p><b>30</b></p>



**Session 4 - Understanding the roles of mentors, student expectations and challenges faced.**

Outcomes	<p>Participants will be able to</p> <ul style="list-style-type: none"> <li>10. Participants will be able to identify issues or challenges that could come up</li> <li>11. Share solutions for the problems or challenges</li> <li>12. Understand the log book and grading</li> </ul>
Time	105 minutes
Materials	<p>PPT - <a href="#">Link the ppt here</a></p> <p>Notebook for each teacher</p>

Section	Instruction	Time
<b>Group sharing</b>	<ul style="list-style-type: none"> <li>- We will now look at the responses</li> <li>- While sharing request you all to share top 3 needs from the students</li> <li>- 3 things the mentors can do to fulfill the needs</li> <li>- Thank you teachers for sharing</li> <li>- We will go back to our team and discuss how some of these needs can be met by the mentors or be added in the curriculum</li> </ul>	<b>20-30</b>



<b>Role of a mentor</b> <b>Log book introduction with grading</b>	<ul style="list-style-type: none"><li>- Here's a quick summary of what we think you as mentor will have to do</li><li>- Meet the students before they begin their projects</li><li>- Handover the student curriculum and the log book template</li><li>- Be available on calls for the students to ask questions/doubts</li><li>- Meet them mid project to see progress</li><li>- Check on log completions</li><li>- Approve project completion</li><li>- Grade the project</li></ul>	<b>10</b>
<b>Detailed project grading</b>	<ul style="list-style-type: none"><li>- Let's go through in detail how you will be grading the project</li><li>- Share the 3 pager shared by the govt</li><li>- Let the teachers go through it in detail</li><li>- QnA if there are any questions</li></ul>	<b>15 mins</b>
<b>Introduction to log book design</b>	<ul style="list-style-type: none"><li>- Here's how the logs will look like</li><li>- After each milestone the student is suppose to log it in a format mentioned in their student curriculum</li><li>- For example after they begin their project approximately on Day 2 they are suppose to log in - <b>Log in the 5 top personal issues in the environment identified, mapping to SDG and their solutions</b></li><li>- Similarly there are different milestones they have to log in</li><li>- Let's spend the next 5 mins going through the logs</li><li>- Please feel free to ask questions after we have gone through it for the next 5 mins</li><li>- QnA</li></ul>	<b>10 mins</b>

<p><b>Problem and solving</b></p>	<ul style="list-style-type: none"> <li>- Mentors now that you know what the student expectations or requirements are and what all is needed from your end ?</li> <li>- Do you foresee any challenges that could be there from the mentors end and the students end</li> <li>- Let's first focus on what challenges you think you will be facing</li> <li>- Second write down the challenges students will be facing</li> <li>- You can refer to the previous chart, look at the tasks the mentors have to do and what we shared</li> <li>- Put down challenges you think will be there</li> <li>- You have 10 mins to work on the challenges</li> <li>- CFU, Time check</li> <li>- Now let's look at solving those challenges</li> <li>- You have 10 mins to work on the solutions for the challenges you listed down</li> <li>- Time's up</li> <li>- Can each group share top 3 challenges you think will be there and the solutions for it</li> <li>- Get each group to share</li> <li>- Note down their responses</li> </ul>	<p><b>45mins</b></p>
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	<ul style="list-style-type: none"><li>- Thank you the teachers and inform them that this part is very important for us as we can use the problems they shared and come up with better planning for the project.</li></ul>	
<b>Recall + Closing</b>	<p>We are towards the end of the session today.</p> <p>Let's quickly see what all we did</p> <ul style="list-style-type: none"><li>- Look at case studies, read them - Map the key stakeholders and prepare a survey questionnaire based on the research methodology decided</li><li>- Look at tools needed for data analysis for Survey reporting</li><li>- How to analyze data and draw conclusions or next action items</li><li>- Role of a mentor , requirements of students</li><li>- Introduction to grading system and log book design</li><li>- Problem solving mentor issues/challenges</li></ul> <p>Poll - Ask them how are their energy level rate from 1-5, 1 being low and 5 being high</p> <ul style="list-style-type: none"><li>- Inform them that - Before we let you go please fill in the feedback form.</li><li>- See you all for the next session - inform details</li></ul>	<b>10 mins</b>



SAMPLE COPY OF YUVATHA SOCIETY



## **Day 6**

# **Community Service Project**

***Mentor Trainer Training Manual***

**Sep,2022**



**Day 6 - Training - 7 hours + 1 hour lunch + 2 - 15 mins break**

Welcome	15		
Warm up - link to topic	15		
Recap	15		
Agenda	5		
Week 3 Introduction to community awareness and IEC campaigns	90	135	9 am - 11:00 am
Break	15	15	11:00-11: 15
Introduction to community awareness and IEC campaigns cont	30		
Designing an outreach campaign for case study shared on Day 5	60	90	11:15 am - 1:00 pm
Lunch Break	60		1:15pm - 2:15pm
Presentations	40		
Warm up activity	15		
Tools that can help in creating collaterals	5	100	2:15 pm - 3:45 pm
Week 3 of student curriculum and week 4-7 explanation	20		
Design thinking	20		
Break	15		3:45pm - 4:00 pm
Week 3 of student curriculum explanation , QnA			
Week 4-8 explanation	30-40		
Mentor training sessions all that will be shared with them to conduct the sessions with QnA	30		
Gratitude wall	30		
Closing ceremony	30	105	4:00 pm - 5:45 pm



## **Venue set-up**

1. Have the seating in a U shape or 2 layers of U ( to begin with), then teachers can regroup in smaller groups
2. Have posters of the program if possible with stakeholder details
3. Make sure the venue is ready before the participants arrive
4. Have music handy and play during times of thinking activity and when participants enter
5. Have a table with handouts, books, stationary, toffees to lighten the mood ( also can be shared to encourage participants and feedback forms )

## **Stationary required - Please add in more if required**

1. Notebooks
2. Post-it's
3. Chart paper
4. Projector
5. Board to write
6. A4 sheets
7. Prints/Handouts of the case studies
8. Sketch pens
9. Markers
10. Speaker and music

## **Facilitator actions to ensure through the day**

- Tagging
- Thanking responses/ encourage



- Asking open ended questions/probing
- Pausing for responses
- Since it is live, it can get chaotic. Ask a question and request them to raise hands ( follow tagging post that)
- Check for understanding - Thumbs up, rate of 5 etc.

**Session 1 - Welcome + Warm-up activity- recap - agenda**

Introduction to community awareness and IEC campaigns, different ways to create campaigns

Outcomes	Participants will be able to  1. Participants are able to recall the Day 5  2. Participants are introduced to Week 3 of student curriculum - community awareness and IEC campaigns.
Time	135 minutes
Materials/prep	PPT - Link the ppt here  Notebook for each teacher  A4 sheets , sketch pens, Chart paper  Projector to show video etc - Internet connection

Section	Instruction	Time
<b>Welcome</b>	<ul style="list-style-type: none"> <li>- Welcome them with an energetic smile</li> <li>- Inform them it's Day 6 of the training sessions</li> <li>- We have just one more day to go</li> <li>- Hello greetings, Welcome and settle all in. Wait for the</li> </ul>	<b>15 mins</b>



	<p>teachers to come</p> <ul style="list-style-type: none"> <li>- Teachers might come in late so expect it start maybe about 15 mins late</li> </ul>	
<p><b>Energiser</b> <b>(Do we do this?)</b></p>	<p><i>Hands of Power</i></p> <p><i>Objective: Using skills of concentration, coordination and teamwork, this tool helps learners get energized and excited.</i></p> <p><i>Steps:</i></p> <ul style="list-style-type: none"> <li>• <i>Learners get into pairs.</i></li> <li>• <i>One learner, the leading learner, holds their hand in front of the other learner's face, so that the second learner's vision is obscured. The leading learner starts moving around the room.</i></li> <li>• <i>The second learner must follow the first so that their face follows the first player's hand.</i></li> <li>• <i>With a large group and lots of pairs moving around, this can get quite chaotic, and there are both concentration and trust elements to this game. It is the leader's role to guide the follower safely around the room!</i></li> <li>• <i>The leader might want to try raising their hand low and high or twisting their palm to see how their partner reacts.</i></li> <li>• <i>After a minute or two, have the players switch roles in their pairs, so the leader becomes the follower and vice versa.</i></li> </ul> <ul style="list-style-type: none"> <li>- Ask them how they felt doing this activity &lt; What are they feeling now&gt;, Look for excitement, energy as responses and let them know that we have to hold onto the feelings for the rest of the day and there are some exciting things happening today</li> </ul>	<p><b>15 mins</b></p>
<p><b>Recap</b></p>	<ul style="list-style-type: none"> <li>- Inform them as always we will be first looking what we did yesterday</li> <li>- Let's take one post it each and mention one thing that stood out to us the most from the last session</li> <li>- It could even be as simple as a stat from the case studies</li> </ul>	<p><b>15 mins</b></p>



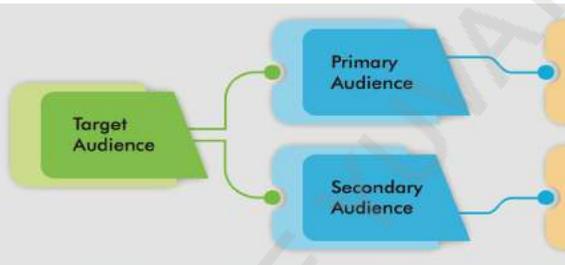
	<ul style="list-style-type: none"> <li>- Take 3 mins to think and post it on the chart paper</li> <li>- Let's take 5 mins to go through other responses</li> </ul> <p style="color: red;">&lt;Facilitator note&gt; - Call out some unique and interesting responses</p> <p>Summary</p> <ul style="list-style-type: none"> <li>- Look at case studies, read them - Map the key stakeholders and prepare a survey questionnaire based on the research methodology decided</li> <li>- Look at tools needed for data analysis for Survey reporting</li> <li>- How to analyze data and draw conclusions or next action items</li> </ul>	
<p><b>Agenda</b></p>	<ul style="list-style-type: none"> <li>- Introduction to Community Awareness and IEC Campaigns</li> <li>- Tools that can be used for the campaigns</li> <li>- Develop a IEC Campaign</li> <li>- Look at Week 3 of Student curriculum</li> <li>- Look at Week 4 - 7 of student curriculum</li> <li>- Things students should know for week 4-7</li> <li>- Day 7 training planning</li> </ul>	<p><b>5 mins</b></p>
<p><b>Introduction to Community Awareness campaigns and IEC Campaign</b></p>	<ul style="list-style-type: none"> <li>- In week 3 after survey and analyzing the data received. The students take up community awareness campaigns based on the survey they conducted by identifying the problems.</li> </ul> <p><b>Step 1 - What are community awareness campaigns ?</b></p> <ul style="list-style-type: none"> <li>- Thank you teachers for sharing</li> <li>- Def: Community Awareness is generally defined as knowledge created through interaction between community people and its environment. These Awareness campaigns can address groups of people in a region affected by a particular issue like climate threat, groups of stakeholders, the general public, etc.</li> </ul> <p><b>The aim of Community awareness campaigns</b></p>	<p><b>60 mins</b></p>



	<ul style="list-style-type: none"> <li>- Is to first create/grab attention, give information and then create long-term lasting behavioral changes.</li> </ul> <p><b>Who can create community awareness campaigns</b></p> <ul style="list-style-type: none"> <li>- Community Awareness campaigns can be created by an individual researcher who has identified a community problem and wants to share the information received to create awareness and changes. It can also be conducted by the Govt, non-profits, govt bodies, institutions etc.</li> </ul> <p><b>IEC - Information, Education and Communication</b> is a community awareness strategy which is used to spread awareness through communication channels to a target audience to achieve a desired positive result.</p> <ul style="list-style-type: none"> <li>• Community Mobilization through Information;</li> <li>• Awareness &amp; Action through Education; and</li> <li>• Sustained Behavior Change through Communication</li> </ul> <ul style="list-style-type: none"> <li>- IEC is a comprehensive approach that spans across mass media, digital campaigns, strategic partnerships and ground-level activities.</li> <li>- It is multidisciplinary and target audience-centered in its approach.</li> </ul> <p>Effective IEC makes use of a strategic mix of these approaches.</p> <ul style="list-style-type: none"> <li>- Now that we know what is a community awareness campaign and what is IEC</li> <li>- What do you think is our next step?</li> <li>- Gather responses</li> <li>- &lt;Create a plan/strategy for the community awareness campaign&gt;</li> <li>- Students can use IEC as a base while designing the</li> </ul>	
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	<p>campaign if required</p> <p><b>STEP 2: Permissions and responsibilities</b></p> <ul style="list-style-type: none"><li>- Speaking to local authorities about the campaign, the research done and getting permissions, advice for the campaign creation.</li><li>- Ensuring if you have friends helping you with the campaign, assign responsibilities to each of them</li></ul> <p><b>STEP 3: Strategy and implementation</b></p> <ul style="list-style-type: none"><li>• Ground Analysis</li><li>• Target Audience (TA) Identification</li><li>• Define Goals &amp; Objective</li><li>• Design Messages</li><li>• Channel/Medium of Communication</li><li>• Draw up timeline for Implementation</li><li>• Implementation &amp; Monitoring</li></ul> <ul style="list-style-type: none"><li>- While designing strategy for community awareness campaign one must have a clear understanding of the local perspectives and use materials reflecting the conditions of the local community &lt;• <b>Ground Analysis - Clear understanding of the problem with data as a backing</b>&gt;</li></ul>	
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	<ul style="list-style-type: none"> <li>- It should be designed keeping all stakeholders of the community in mind like the decision makers, professionals, public and individuals who are or could be affected by the problem identified &lt;Target Audience (TA) Identification: Who are you designing it for&gt;</li> </ul>  <p>Primary audience are stakeholders who are directly involved in the campaign</p> <p>Secondary audience are stakeholders who can inform, influence and educate the Primary audience</p> <p>For eg: you are doing an IEC campaign on the new birthing schemes introduced for pregnant women.</p> <p>The primary audience is the new mom to be secondary audience here are the: doctors and family members</p> <p><b>Define Goals &amp; Objective</b></p> <ul style="list-style-type: none"> <li>- Next step one has to define the goal and objective of the campaign. It will help you create a framework for the campaign</li> <li>- Goals should also be objectively measurable so that it can</li> </ul>	
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	<p>be managed and evaluated in an effective way.</p> <ul style="list-style-type: none"> <li>- For eg: at increase awareness of the benefits of the scheme amongst the beneficiaries by 90%</li> </ul> <p><b>Design Messages</b></p> <ul style="list-style-type: none"> <li>- It's messaging should be designed differently for different stakeholders&lt;<b>What is the messaging</b>&gt;</li> <li>- While creating the framework ensure the messaging is salient, effective, goal oriented and attractive to the community you are working with. &lt;<b>How are you going to communicate it</b>&gt;</li> </ul> <p><b>Look at some interesting campaigns</b></p> <p><b>Covid prevention:</b>  <a href="https://www.youtube.com/watch?v=rAj38E7vrS8&amp;t=60s">https://www.youtube.com/watch?v=rAj38E7vrS8&amp;t=60s</a></p> <p>Was this video clear and did you all get the message?</p> <p>Who do you think this campaign was designed for?      &lt;Probing questions: no words used, was visual&gt;</p> <p>It was for adults who could belong to any part of the world, low literacy and for kids</p> <p><b>A good example of - to convey a clear message without relying on written or verbal explanations.</b></p> <ul style="list-style-type: none"> <li>- <b>What do you think of the picture?</b></li> </ul>	
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< The graphic focuses on conveying one behavioral message and does so with minimal writing and clear visuals >

This was put out by the ministry of the railways with this messaging - Always Maintain Social Distancing of 6 Feet.

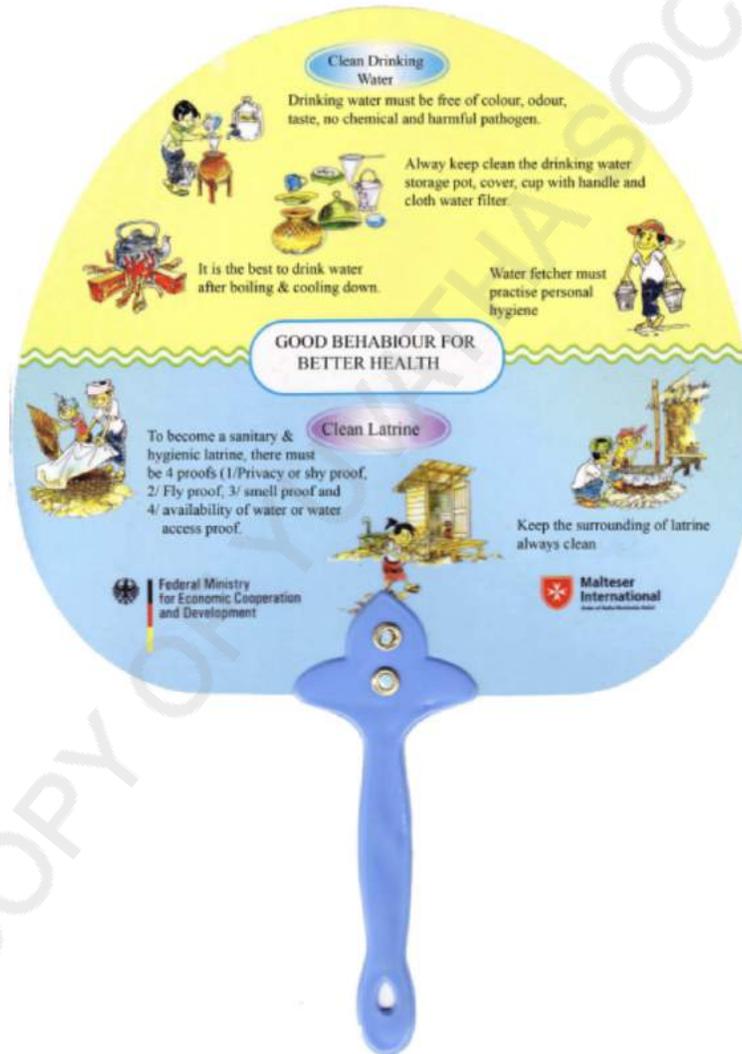
Together we can defeat COVID-19.  
#Unite2FightCorona



When you look at the above image what do you think?

<wear mask>

**Messaging also has to Make it motivating, engaging, catchy and appealing for collective action**



What do you think this is? And what is unique about this?

**Make it usable so people won't throw and can always remind them to do something.**



	<p><b>Video on Malnutrition:</b>  <a href="https://www.youtube.com/watch?v=VAIGdHAMVAA">https://www.youtube.com/watch?v=VAIGdHAMVAA</a></p> <p>Who do you think this campaign is for? Why have they used Aamir Khan?</p> <p>- Using a celebrity will catch people’s attention, if it’s coming from a relevant source it helps gaining trust.( use names of departments, their messaging as the source so you can gain trust from the community)</p> <p>Note: Students can speak to the local government body, Panchayat head to seek their support to create the campaign and make them speak on the day of the campaigning or add in their quotes etc.</p> <p>Summarizing all that we saw</p> <p>Here are a few things one can consider while designing a campaign- some points might be repetitive but it is important to double check them before designing a campaign.</p> <ul style="list-style-type: none"> <li>- Ensure you have conducted prior research</li> <li>- Convey clear message keeping audience in mind</li> <li>- Use visuals which convey the message without words or with minimum usage of words</li> <li>- Messaging has to be engaging, motivating, catchy and drive collective action</li> <li>- Use materials which can be reused and not thrown</li> <li>- Use reputed people’s names/ departments to gain trust</li> </ul>	
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<p><b>Channel/Medium of Communication</b></p> <p><b>Draw up timeline for IEC Implementation and monitoring</b></p>	<p>Now that we have seen what community awareness campaigns are and what all to keep in mind while designing the campaign. In this activity, you will make an exhaustive list of all the way in which you can do a community awareness campaign</p> <ol style="list-style-type: none"> <li>1. Let's get into our case study groups and think of all the possible ways in which a campaign can be communicated.</li> <li>2. Make an exhaustive list. There is no right or wrong answer.</li> <li>3. You have 10 mins to complete the activity - mention end time</li> <li>4. Check for understanding by asking a teacher to repeat</li> <li>5. Questions if any</li> <li>6. Begin! - Give time checks in between</li> <li>7. Now as step two group them to 3 different types of mediums. You have 10 mins to complete this task.</li> </ol> <ul style="list-style-type: none"> <li>- <b>Digital Channels</b></li> <li>- <b>Physical Channels</b></li> <li>- <b>Events or on ground campaigns</b></li> </ul> <p>Wonderful thank you teachers for taking part in this activity</p> <p><b>Facilitator note: Go around the classroom to hear what the teachers are discussing and probe them if required.</b></p> <p>There are mostly 3 types of mediums the campaigns can be categorized in</p> <p>Digital Channels - Can you mention what all is included in it?</p> <ul style="list-style-type: none"> <li>- website, social media platforms such as Twitter, Facebook, YouTube, Instagram, WhatsApp, automated Interactive Voice</li> </ul>	<p><b>30 mins</b></p>
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	<p>Response (IVR) services etc.</p> <p>Physical Channels - Can you mention what all is included in it?</p> <p><b>Further divided into 3 parts</b></p> <p>Electronic (TV &amp; Radio),  Print - Newspapers, Magazines, Advertorials  Outdoor - hoardings, banners, kiosks, POS etc at hospitals, local haats, marketplaces, panchayats, government offices, and any other relevant public spaces</p> <p><b>Events or on ground campaigns</b>  events, workshops, street plays and conferences.</p> <p><b>Now it's time for choosing which medium you want to go for</b></p> <ul style="list-style-type: none"> <li>- Keep the audience in mind</li> <li>- cost-effective to reach the audience</li> </ul> <p><b>Some questions to keep in mind</b></p> <ul style="list-style-type: none"> <li>• How many people are you trying to reach with the medium?</li> <li>• Can the medium deliver the message in the format, time and place most convenient for the target audience?</li> <li>• Is the medium easily available or accessible and is used by the target audience?</li> <li>• Do you have the resources required for this medium?</li> </ul>	
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	<p>We have so far gone through</p> <ul style="list-style-type: none"> <li>- What is an IEC or community awareness campaign</li> <li>- Permissions to take and give responsibilities</li> <li>- Strategy and implementation</li> <li>❖ Ground Analysis</li> <li>❖ Target Audience (TA) Identification</li> <li>❖ Define Goals &amp; Objective</li> <li>❖ Design Messages</li> <li>❖ Channel/Medium of Communication</li> </ul> <p>Let's take a quick 15 mins now and come back to designing our own campaign</p>	
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**Session 2** - Timeline, implementation and monitoring of the community awareness/IEC campaign | Design your own campaign and share

Outcomes	<p>Participants will be able to</p> <ol style="list-style-type: none"> <li>3. Participants go through the final steps of creating a community awareness and IEC campaign</li> <li>4. Create their own campaign and share it will all</li> </ol>
Time	90 minutes
Materials/prep	<p>PPT - Link the ppt here</p> <p>Notebook for each teacher</p> <p>A4 sheets , sketch pens, Chart paper</p>

Section	Instruction	Time
<p><b>Timeline, Implementation and monitoring of IEC/Community awareness campaigns</b></p>	<ul style="list-style-type: none"> <li>- Let's look at the final steps of creating a campaign</li> <li>- Once you have chosen your medium create a timeline               <ul style="list-style-type: none"> <li>- Activities to be done , budget, permissions, requirements etc</li> </ul> </li> <li>- Final plan - details about targeted reach, frequency of communication, cost estimation /budget if any , methods to monitor the impact, how will you evaluate impact and outreach of the IEC strategy and implementation plan.</li> </ul> <p>Next step is to implement the campaign and monitor the campaign execution and impact.</p> <p>Campaign report will contain the final plan + communication design materials and the below</p> <div data-bbox="472 1356 1333 1686" style="text-align: center;"> </div> <p>Any questions so far?</p>	<p><b>30mins</b></p>



	<p>Let's look a campaign entirely from start to end - <a href="https://www.youtube.com/watch?v=c3hgfVM0HIg">https://www.youtube.com/watch?v=c3hgfVM0HIg</a></p>	
<p><b>Create your own campaign</b></p>	<ul style="list-style-type: none"> <li>- Teachers now it is your turn to create a awareness campaign for your case study</li> <li>- We understand you will not be able to execute the campaign to the target audience today but we will look all the steps that one needs to take till implementation of the campaign</li> <li>- Take 10 mins to fill in these questions</li> </ul> <p>Ground Analysis -</p> <p>Target Audience (TA) Identification</p> <p>Define Goals &amp; Objective</p> <p>Design Messages</p> <p>Choosing Channel/Medium of Communication</p> <ul style="list-style-type: none"> <li>- Next step let's create a campaign sample for the case</li> <li>- First 10 mins let's spend on as many crazy awareness ideas you have for the campaign</li> <li>- Dont think you won't be able to execute it or it will be difficult. Just not down as many ideas as possible</li> </ul>	<p><b>50 mins</b></p>



	<p>Next within the constraints you have what can you create</p> <p>&lt;poster, play, radio ad content, social media creatives ( on chart paper&gt;</p> <ul style="list-style-type: none"> <li>- You have 30 mins to come up with the campaigns</li> <li>- Time check</li> <li>- Probe and encourage them</li> <li>- Thank the groups for being a part of this wonderful activity</li> <li>- Inform them that we will be breaking for lunch</li> <li>- Lunch will be for 60 mins</li> <li>- Give them a time to return</li> </ul>	
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**Session 3 - Group sharing, tools that can be used to create a campaign and Explanation of Week 3**

Outcomes	<p>Participants will be able to</p> <ol style="list-style-type: none"> <li>a. Understand some tools needed for creating campaign collaterals</li> <li>b. Participants will get a heads up on Week 3 in details</li> </ol>
Time	90 minutes
Materials	<p>PPT - Link the ppt here</p> <p>Notebook for each teacher</p>



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Section	Instruction	Time
<b>Presentations</b>	<p>Welcome back</p> <ul style="list-style-type: none"> <li>- Let's begin sharing our amazing work</li> <li>- Each team has to mention</li> </ul> <p>Ground Analysis            Target Audience (TA) Identification            Define Goals &amp; Objective            Design Messages            Choosing Channel/Medium of Communication            And present their campaign</p> <p>Once the team shares, I want another 2 teams to give them 2 things you really liked about their presentation</p> <ul style="list-style-type: none"> <li>- Thank the groups for sharing</li> </ul>	<b>40 mins</b>
<b>Warm up activity</b>	<p><i>How, Now, Wow</i></p> <ul style="list-style-type: none"> <li>- Draw a 2-by-2 matrix as above. The X axis denotes the originality of the idea and the Y axis shows the ease of implementation.</li> <li>- Label the quadrants as:               <ol style="list-style-type: none"> <li>1. Now/Blue Ideas – Normal ideas, easy to implement. These are typically low hanging fruit and solutions to fill existing gaps in demands.</li> <li>2. How/Yellow Ideas – Original ideas, impossible to implement.</li> </ol> </li> </ul>	<b>15 mins</b>



	<p><i>These are breakthrough ideas in terms of impact, but absolutely impossible to implement</i></p> <p><i>3. Wow/Green Ideas – Original ideas, easy to implement. ‘Wow’ ideas are those with potential for orbit-shifting change and possible to implement within current reality.</i></p> <ul style="list-style-type: none"> <li>- <i>List down the ideas that emerged from the ideation activities done earlier</i></li> <li>- <i>Give each learner 3 sticky dots/sketch pens of each colour – 3 blue, 3 yellow, 3 green. 9 dots per member is typical, but go ahead and reduce/increase that number based on the time at hand and number of ideas generated.</i></li> <li>- <i>Ask each learner to step forward and vote for 2 best ideas in each category. They need to do this by sticking a coloured dot in front of each idea they choose.</i></li> <li>- <i>In the end, count the number of dots under each idea to categorize it. The highest number of dots of a certain color categorizes the idea under that color.</i></li> <li>- <i>In case of a tie:</i> <ol style="list-style-type: none"> <li><i>1. If blue dots = green dots, the idea is blue</i></li> <li><i>2. If yellow dots = green dots, the idea is green</i></li> </ol> </li> </ul> <p><i>You have 20 mins to complete this activity</i></p> <ul style="list-style-type: none"> <li>- How did you feel doing this activity?</li> <li>- Were you able to shortlist feasible campaign ideas ?</li> <li>- Students will be doing a similar exercise with their friends to shortlist the campaign</li> </ul>	
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<p><b>Tools for creating campaigns</b></p>	<p>Different online tools to create posters, social media campaign</p> <ol style="list-style-type: none"> <li>1. Canva</li> <li>2. GIMP</li> <li>3. Inkscape</li> <li>4. Adobe Illustrator</li> <li>5. Photoshop</li> <li>6. Filmora</li> <li>7.</li> <li>8. Bytable</li> </ol> <p>Links to how to videos will be shared with students</p> <p>Let's take a break now for 15 mins</p>	<p><b>5 mins</b></p>
<p><b>Week 3 - Week 7</b></p>	<ul style="list-style-type: none"> <li>- Share Week 3 to 7 to the teachers</li> </ul> <p>Points to note</p> <ul style="list-style-type: none"> <li>- Once students finish their campaign</li> </ul>	<p><b>20 mins</b></p>

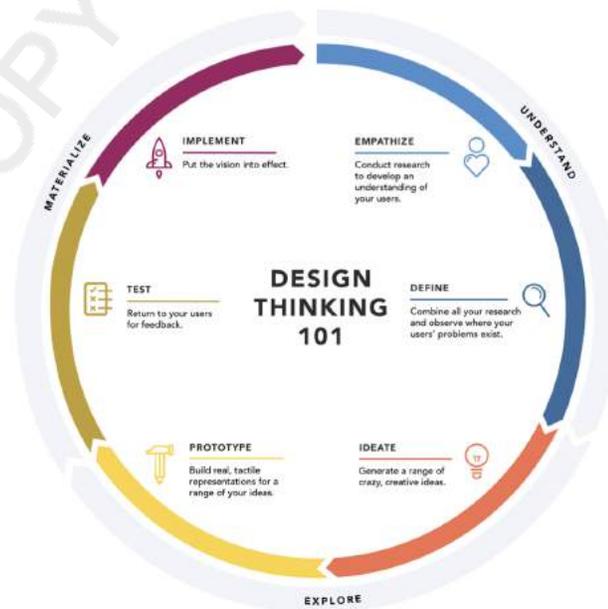


	<ul style="list-style-type: none"> <li>- They will then move into their main project</li> <li>- First they will go through design thinking to identify their project - the student/s could take up project work related to their domain, survey or subject area.</li> </ul> <p>The different areas, could be like -</p> <ul style="list-style-type: none"> <li>- Agriculture</li> <li>- Health</li> <li>- Marketing and Cooperation</li> <li>- Animal Husbandry</li> <li>- Horticulture</li> <li>- Fisheries</li> <li>- Sericulture</li> <li>- Revenue and Survey</li> <li>- Natural Disaster Management</li> <li>- Irrigation</li> <li>- Law &amp; Order</li> <li>- Excise and Prohibition</li> <li>- Mines and Geology</li> <li>- Energy</li> </ul> <p>The project includes, Data collection, interviews, awareness if any, social entrepreneurship, experiments internship in any select unit or department.</p> <ul style="list-style-type: none"> <li>- Then they will be reporting their project in week 8</li> </ul>	
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	<ul style="list-style-type: none"> <li>- We will be focusing on week 8 in the next session</li> <li>- Let them go through it in detail</li> <li>- Give them 20 mins to go through</li> <li>- Spend another 10 mins on Week 1 and 2</li> <li>- Pause for questions</li> </ul> <p><b>Mention guidelines from the the govt</b></p> <p>The Community Service Project is a twofold one of First, the student/s could conduct a survey of the habitation, if necessary, in terms of their own domain or subject area. For ex., a student of Arts will focus on socio-economic conditions, social survey and about the Government’s social security schemes. A student of Sciences could take up a survey on the health and hygiene conditions of that habitation, similarly, with other subject areas too. Or it can even be a general survey, incorporating all the different areas. A common survey format could be designed. This should not be viewed as a duplication of work by the Village or Ward volunteers; rather, it could be another primary source of data. Secondly, the student/s could take up project work related to their domain or subject area.</p>	
<p><b>Design thinking Process Week 3-7</b></p>	<ul style="list-style-type: none"> <li>- By week 3 students have completed a socio economic survey and an IEC campaign</li> <li>- The their main project they will go through Design thinking process to identify the project they want to work on</li> <li>- Let’s do a quick sample of the activity they will be doing</li> </ul>	<p><b>20-30 mins</b></p>

- Individually take a chart paper and some sketch pens
- Students will be given a list of areas in which they can do their project or could be an issue they have identified during the survey
- **The first step of design thinking process is empathy - to conduct research to develop an understanding of your users**
- If students choose to work on a project where the problem was identified in the survey he/she can skip the first step and do a smaller survey around the problem identified.
- If the student chooses a new area they he/she has to first do the survey and then move to the second step





	<ul style="list-style-type: none"> <li>- <b>In the second step the student will work on DEFINE - combining all their research and laying it out Problem tree and 5 whys ( an additional step )</b></li> <li>- <b>In the next step they will begin to ideate to see what could the probable solutions for this problem be</b></li> <li>- Let's try an example</li> <li>- In these areas let's choose one area to work with</li> <li>- Cleaning drinking water</li> <li>- Now let's imagine a Problem statement - "Water received in the taps in village X is contaminated which is leading to many health related problems since 2019"</li> <li>- STEP 1: Think of all the ideas/ solutions you can - Remember - don't judge the solutions just write them down</li> <li>- Great - how many ideas were you all able to come up with</li> <li>- Super now let's keep this template in mind and think</li> <li>- The solutions could be</li> <li>- A Product</li> <li>- A Service</li> <li>- In depth findings and propose solutions to relevant bodies</li> <li>- Set of Experiment</li> <li>- Further Research</li> <li>- Take another 10 mins and see if your solutions increase</li> </ul>	
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	<ul style="list-style-type: none"> <li>- Time's up</li> <li>- How many were you able to come up with ?</li> <li>- The next step is to finalize the one solution you will be working with</li> </ul> <p>The solutions could be</p> <ul style="list-style-type: none"> <li>- A Product</li> <li>- A Service</li> <li>- In depth findings and propose solutions to relevant bodies</li> <li>- Set of Experiment</li> <li>- Further Research</li> </ul> <p><b>Take another 5 mins to think of the solutions - SHORTLIST</b></p> <p>Keep this framework in mind while finalizing the solution</p> <ul style="list-style-type: none"> <li>- Can I finish this project in 4 weeks</li> <li>- Do I have the resources to work on the solution ( Monetary, Mentor, Local Body support etc.)</li> <li>- How excited am I about this solution?</li> <li>- Time's up, have you thought of the final solution?</li> <li>- Note down the solution</li> </ul> <p><b>FINAL SOLUTION</b></p> <ul style="list-style-type: none"> <li>- <b>The next step is to prototype</b></li> <li>- For this step students will think of how the solution will look like in reality</li> </ul>	
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	<ul style="list-style-type: none"> <li>- What do you think they have to do next</li> <li>- &lt;gather responses&gt;</li> <li>- Prototype is the very first version of their solution put down on a paper</li> <li>- It is a preliminary step before doing a sample or project plan for your project</li> <li>- A prototype can be done for any of the type of solution they choose</li> </ul> <p>Eg if it is a social product then they can do a physical model, diagram, sketch of it</p> <p>Eg if it a service then they can put down a storyboard on how they will do the service, who all will they speak to, service etc</p> <p>Eg if their solution is to do experiments Sample: take the water and see how to treat it, then they will make diagrams of the steps they will take, who all will they work with</p> <p>Eg if they are doing an internship with the waterboard Their prototype will be to note down the steps they will take to get to the internship and what till they do next</p> <p>Let's try and think of a prototype for the solution we finalized</p> <ul style="list-style-type: none"> <li>- You have 5 mins to work on your prototype</li> </ul>	
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#### Session 4 - Week 8 in depth and Mentor training sessions detail

Outcomes	Participants will be able to  5. Participants are able to understand Week 3-8 of student curriculum  6. Participants will know what they need to do to train mentors
Time	90 minutes
Materials	PPT - Will Be Shared  Notebook for each teacher

Section	Instruction	Time
<b>Introduction to Week 8</b>	<p>Once the students have finished their projects in week 7 they will collate all the work they have done and work on project reporting for which they will be grade</p> <p>Here's what the government has asked them to do</p> <ul style="list-style-type: none"> <li>- Share the project report part and let them go through</li> </ul>	<b>30</b>



	for 10 mins	
<b>Mentor training sessions next steps + resources available</b>	<p>Discuss About the Next Steps and Plan of Action</p> <p>Resources: show them the drive will all details added in, hand book + other requirements</p>	<b>30</b>
<b>QnA</b>	<ul style="list-style-type: none"> <li>- Spend the next 10 mins for questions if any</li> </ul>	<b>10</b>
<b>Gratitude wall</b>	<ul style="list-style-type: none"> <li>- Give post it's each and mention that through this journey we have individually come so far being the champions of this project</li> <li>- Let's celebrate our personal achievement</li> <li>- Write down one thing that you are proud of yourself</li> <li>- One more thank you for a team member / teacher who helped you through this journey - write down their name and what did they do to help you</li> </ul>	<b>15 mins</b>



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