



# *Day 1*

# *Community Service Project*

*Mentor Trainer Training Manual*  
*Sep,2022*



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

Welcome+ Context Setting	15-20		10:00 -
Digitaries 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
Alignment of SDG's and Localisation of SDG's Overview	25	85	pm
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
Recall + closing	10		pm

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

Outcomes	Participants will be able to  1. Get a context of the program
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	2. Expectations and why are they here from the department
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 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>	<b>30 mins</b>



	<p>Let's begin with a fun activity</p> <p>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 and bringing about a change 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> <ul style="list-style-type: none"> <li>- Thank you for being a part of this fun activity</li> </ul> <p>Now we all have assembled here, but we don't know who is who right? Let's quickly introduce ourselves</p> <p>Think of one object that represents you and why</p> <p>Take 2 mins to think of the object and why it represents you.</p> <p>For eg: I feel a paint brush will represent me because I like painting.</p> <p>Take 2 -3 mins to think of the object and why</p> <p>Time's up!</p> <ul style="list-style-type: none"> <li>- Now send in your introduction in the chat box in this format</li> </ul> <p>My Name is _____, the object that represents me is _____ because _____</p>	
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	<ul style="list-style-type: none"> <li>- While you all are sending your introductions on chat box, can some of you unmute and share too?</li> <li>- Let's take 5 mins to go through all the introductions</li> </ul> <p><b>Facilitator Note: Ensure you use tagging to get some of them to respond and acknowledge some of the responses</b></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>30 mins</b></p>
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**The objectives of this project are**

- To sensitize the students to the living conditions of the people
- To help students to realize the stark realities of the society
- To bring about an attitudinal change in the students
- To make students aware of their inner strength
- To make students socially responsible citizens who are sensitive to the needs of the disadvantaged sections
- To help students to initiate developmental activities in the community in coordination with public and government authorities.
- To develop a holistic life perspective among the students
- Linking the community and college for mutual benefit

Now that we know the objectives you must be wondering what is different about this project

- Students as primary change makers
- Catering to professional and personal development shaping them into responsible citizens
- Understanding different social systems
- Making informed choices about social resources
- Positively influences their way of living



	<ul style="list-style-type: none"><li>● Decentralised contextual development</li></ul> <p>Let's look at the Implementation</p> <ul style="list-style-type: none"><li>● Each class/section should be assigned with a mentor.</li><li>● 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.</li><li>● 4 Credits to be allocated for Community Service Project within the Choice Based Credit System (CBCS).</li><li>● The 180 hours of Community Service Project could be done in different areas.</li><li>● 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</li></ul>	
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	<p>or other taxes or consumerism.</p> <ul style="list-style-type: none"><li>● Sky will be the limit for organizing different programmes, provided the faculties are sufficiently motivated.</li><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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How will they conduct the project

- 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.
- The Community Service Project is a twofold one –

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



	<p>could be another primary source of data.</p> <p>Secondly, the student/s could take up a project work related to their 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>	
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	<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 ( you all) and then you will take this project to the students, You will be their guide and mentor</li><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</li></ul>	
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	<p>growth, and moral development</p> <ul style="list-style-type: none"><li>• Greater interpersonal development, particularly the ability to work well with others, and build leadership and communication skills</li></ul> <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></ul>	
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- New avenues for research and publication via new relationships between faculty and community
- Providing networking opportunities with engaged faculty in other disciplines or institutions
- A stronger commitment to one's research

**BENEFITS OF COMMUNITY SERVICE PROJECT TO COLLEGES AND UNIVERSITIES**

- Improved institutional commitment
- Improved student retention
- Enhanced community relations

**BENEFITS OF COMMUNITY SERVICE PROJECT TO COMMUNITY**

- Satisfaction with student participation
- Valuable human resources needed to achieve community goals
- New energy, enthusiasm and perspectives applied to community work
- Enhanced community-university relations.

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>Let's now take a lunch break for 60 mins, It's &lt;add current time&gt; we will all come back on the same link by &lt; add in time&gt;</p>	
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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 <ol style="list-style-type: none"> <li>1. UN SDG's and SDG agenda 2030</li> <li>2. Alignment of SDG's and Localisation of SDG's Overview</li> </ol>
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> </ul>	<b>15 mins</b>
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	<ul style="list-style-type: none"> <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 numbers. So, if one of you says “20”, some other must say “19”and so on.</li> <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</b></p> <p><b>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>



- Do you think these goals are relevant ?

Gather a few responses and mention the below points



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

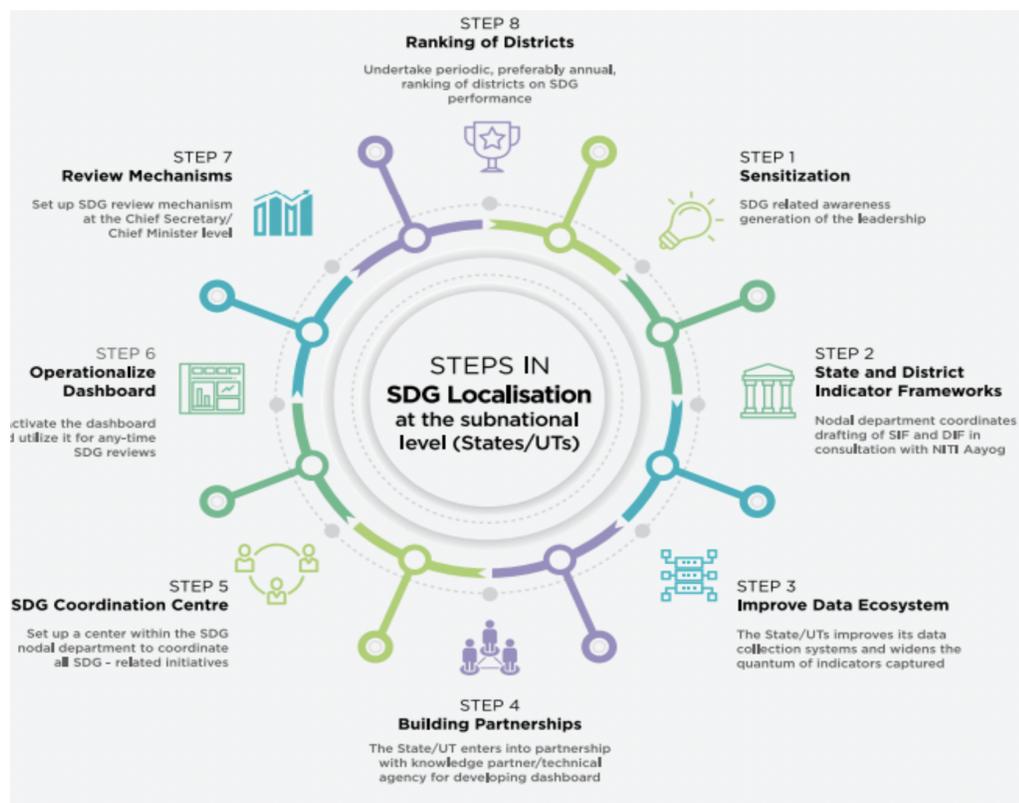
 <p><b>SOCIAL</b></p> <p>SDG 1- No Poverty SDG 2- Zero Hunger SDG 3- Good Health and Well Being SDG 4- Quality Education SDG 5- Gender Equality SDG 6- Clean Water and Sanitation</p>	 <p><b>ENVIRONMENT</b></p> <p>SDG 12- Sustainable Consumption and Production SDG 13- Climate Action SDG 14- Life below Water 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



- These are the steps taken to localise SDGs in our states, union territories
- Let's look at them one by one



- 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 - <a href="#">Link the ppt here</a></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 <ul style="list-style-type: none"> <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> <li>Multidimensional Poverty Index</li> </ul> </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?</li> </ul> <p>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.</p> <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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