



Day 2

Community Service Project

Mentor Trainer Training Manual
Sep,2022



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

Welcome	20		10:00 -
Agenda	5	90	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		2:00 pm - 3:15 pm
Role of all stake holders	60	75	pm
Break	15	15	3:15 pm - 3:30 pm
8 week split	10		
QnA	45	60	3:45 pm - 5:30 pm
Recall + closing	10		pm

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
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Time	90 minutes
Materials	PPT - Link the ppt here Notebook for each teacher

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



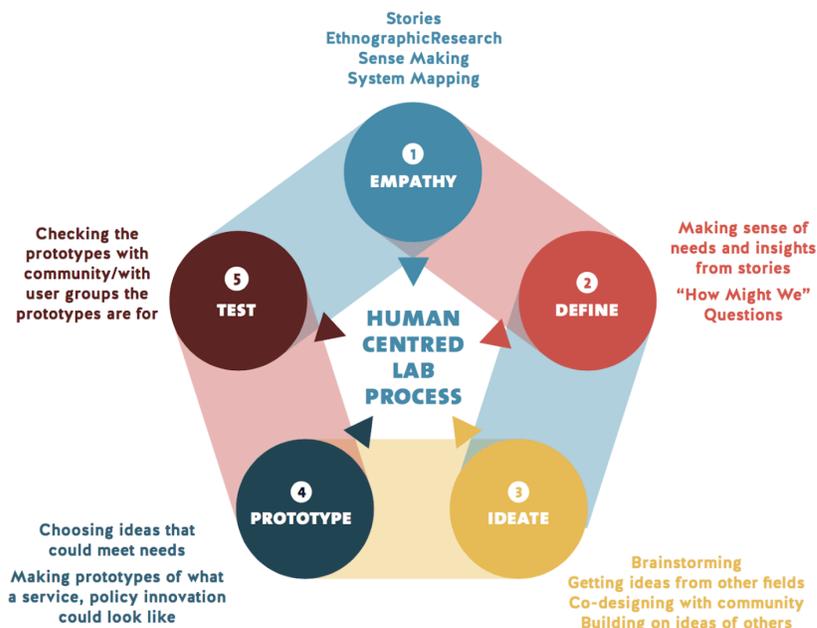
	<p>Addressing Skill Gap</p> <ul style="list-style-type: none"> • Why do we need a mentor? • Mention any 2 roles of a mentor in CSP <p>Teacher Advisor Liaison Role Model Coach Confidante</p> <p>Thank teachers for taking part in this</p> <p>Here's a quick recap of yesterday</p> <ul style="list-style-type: none"> • Intro: Community Service Project, Objectives and Expectations • Intro: UN SDG's and SDG agenda 2030 • Alignment of SDG's and Localisation of SDG's Overview • Intro: NFHS Data, Present reflections on the state of AP & it's Socio Economic Survey • Role of Youth & Mentors in achieving the objectives of Community development program 	
<p>Agenda</p>	<ul style="list-style-type: none"> - Design thinking - 	<p>5 mins</p>
<p>Design Thinking -</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"> - Participate - Be hands on - Have fun <p>When you look at these slides what is the first thing that is coming to your mind?</p>	<p>60</p>



	<p><Expected answer: water bottle></p> <p>I have a challenge for you</p> <ul style="list-style-type: none">- First draw a bottle in your books- Take 5 mins to draw the bottle- Send pictures of the bottle- Next in the chat box explain your bottle <p><Some can respond through chat and some through unmuting></p> <p>Now think if you were to design this bottle for an old woman or a cyclist or office goes how would you design it differently?</p> <ul style="list-style-type: none">- Choose one user among these three- Take 5 mins to make the changes to your bottle- Draw the changes <p>Once all are done</p> <ul style="list-style-type: none">- Next in the chat box explain your bottle- Tell us who your user is and what changes did you make to the bottle <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">● Technically feasible: They can be developed into functional products or processes;	
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- Economically viable: The business can afford to implement them;
- Desirable for the user: They meet a real human need.

- Let's look at the design thinking framework
- Explain the 5 steps



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

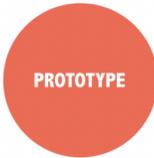
Did we empathize with the Users while designing the bottle?
(Rate 1-5 on chat)

- **Collaboration:**

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



	<ul style="list-style-type: none">- Ideation: Did we ideate while designing the bottle? (Rate 1-5 on chat) - Experimentation and iteration: Did we test and improve the design of the bottle? (Rate 1-5 on chat) - Bias towards action: Did we show bias towards actions while designing the bottle? (Rate 1-5 on chat) <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">- Some students are bored in class, unable to connect to the subject <p>What could some of the reasons be for this</p> <ul style="list-style-type: none">- How might we make the class engaging for students to develop a passion towards this subject? <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="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>EMPATHIZE</p> <p>How do I approach the challenge?</p> </div> <div style="text-align: center;">  <p>DEFINE</p> <p>How do I interpret my findings?</p> </div> <div style="text-align: center;">  <p>IDEATE</p> <p>What do we create?</p> </div> <div style="text-align: center;">  <p>PROTOTYPE</p> <p>How do I build my idea?</p> </div> <div style="text-align: center;">  <p>TEST</p> <p>How do I prove and improve the idea?</p> </div> </div> <p>Does your way of applying Design Thinking make good use of the 5 Design Thinking Principles?</p> <ul style="list-style-type: none"> • Which principle did you use? • Which principle didn't you use? • How can you improve your approach? <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>PROBLEM Open defecation causing a lot of illnesses in Uttar Pradesh State, India.</p> <p>IDEA Build state funded toilets for every household</p> <p>IMPLEMENT Toilets built! Yippiee!</p> <p>Was there anything that was missed out?</p>	
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	<p><expected answer no></p> <ul style="list-style-type: none"> - Didnt speak to users - Their comfort - What they want etc <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>Identification of a Problem , Framing a Research Question</p> <ul style="list-style-type: none"> ● Problem Tree Exercise 	<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"> - The first step of the design thinking is to empathise and define the problem <p>Let's first look at what a problem is</p> <p>What according to you is a problem?</p> <p><Any issue or challenge that affects the community is a problem></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>75 mins</p>



What is the right problem

Giving scores of 1-5

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>
Problem 1					
Problem 2					
Problem 3					

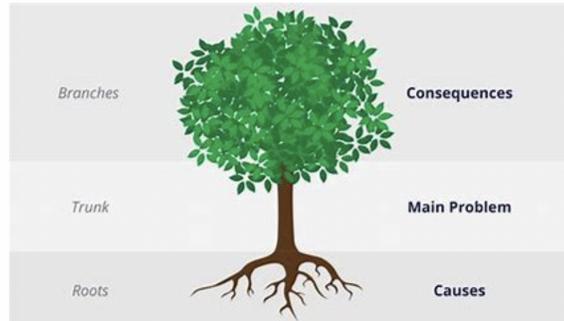
For example

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

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>





QnA	<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>	15 mins
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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"> 1. All the three stakeholder briefly and their roles
Time	90 minutes
Materials	<p>PPT - Link the ppt here</p> <p>Notebook for each teacher</p>

Warm Up	<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>	15 mins
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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>Role of all three stakeholders</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"> ● 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. ● For conducting special camps like Health related, they will be coordinating with the Governmental agencies. ● As and when required the College faculty (mentor) themselves act as Resource Persons. ● 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. ● Students will be expected to daily log their work and submit a project report at the end of the project ● Students will be given a curriculum which will be self paced and guide with step by step chapters on how to conduct this project <p>Role of master trainers</p>	<p>60 mins</p>



	<ul style="list-style-type: none"> ● A chosen set of master trainers from the department will attend Master Trainer Training sessions to understand the project and it's outcomes ● The training session will be conducted for 7days with 4 online and 3 offline sessions ● The master trainers will further train the chosen mentors from each institute on the project delivery and it's outcomes ● The master trainer will play the role of a facilitator for the mentors and guide them on the further execution of the project ● Master trainers will encourage the mentors to ensure the project is delivered to the students and constant follow-ups are done ● The master trainer will also be the POC for external team and mentors ● Master trainers will motivate the mentors to stay connected with the project and their mentees ● Master trainers will also ensure smooth functioning of the project and problem solve any issues <p>Role of mentors</p> <ul style="list-style-type: none"> ● A chosen set of mentors trainers from the department will attend Mentor Trainer Training sessions to understand the project and it's outcomes ● The training session will be conducted for 7 days with 4 online and 3 offline sessions ● The mentor will play the role of guide for the students ● Mentors will encourage the students to be motivated to work on the project and constant follow-ups are done with the students ● The mentor will also be the POC between the master tainers, department and the students ● Mentors will also ensure smooth functioning of the project and problem solve any issues ● As and when required mentors themselves act as Resource Persons to the students ● 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 ● The faculty member will act as a faculty-mentor for the group and is 	
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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">● The mentor will grade the student project reports <p>How student's project will be assessed- briefly</p> <p>Learning outcomes:</p> <ul style="list-style-type: none">● To facilitate an understanding of the issues that confronts the vulnerable / marginalized sections of the society.● To initiate team processes with the student groups for societal change.● To provide students an opportunity to familiarize themselves with urban / rural community they live in.● To enable students to engage in the development of the community.● To plan activities based on the focused groups.● To know the ways of transforming the society through systematic programme implementation. <p>The following is the evaluation methodology for awarding marks/grades.</p> <ul style="list-style-type: none">● 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.● 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. <p>The weightings shall be: We will be looking into this in depth in the upcoming sessions</p> <ul style="list-style-type: none">● Project Log 20%● Project Implementation 30%	
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	<ul style="list-style-type: none"> ● Project report 25%, ● Presentation 25% <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"> ● The individual student’s effort and commitment. ● The originality and quality of the work produced by the individual student. ● The student’s integration and co-operation with the work assigned. ● The completeness of the logbook. <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"> ● Orientation to the community development ● Conducting a baseline assessment of development needs ● 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. ● 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. ● Follow-up Programmes suggested (Referral Services, Bringing Community Participation) ● Developing short and mid-term action plans in consultation with local 	
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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	
Assessment Component	Max Marks	Marks Secured
1. Project Log	20	15
2. Project Implementation	30	20
3. Project Report	25	20
4. Presentation	25	20
TOTAL OUT OF 100	100	75

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"> 3. Understand what will the students have to do in the 8 weeks of the program 4. Clear their doubts and concerns
Time	90 minutes
Materials	<p>PPT - Link the ppt here</p> <p>Notebook for each teacher</p>

<p>8 weeks split and QNA overall</p>	<p>Duration: 8 weeks</p> <p>Schedule:</p> <p>Socio-Economic Survey of the Village/Habitation (Two weeks): 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>Community awareness campaign (one week): 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>45 mins</p>
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	<p>Main Project (4 weeks): 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>Report preparation (one week): 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>Recall and closing</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"> - Ask teachers to share what we did today - Summarize with the below points • • 	<p>25mins</p>
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- At the end of training sessions, all supporting materials will be shared all at once.
- We have taken note of all of your concerns and questions, and we will talk to the department and get answers.
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- Additionally, we will work with the department to guarantee that this programme is executed without difficulty.

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.

Thank you teachers for being a part of today's session

Poll: How are you feeling? (Excited, bored, tired, energetic)

We will see you all for Day 2's session _____

Thank you once again for being a wonderful participant for today's session

See you all for the next sessions at _____.

