



Day 4

Community Service Project

Mentor Trainer Training Manual

Sep,2022



Day 4 - Online 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		
Survey Research	60	90	11:45 am - 1:15 pm
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 1. Do a recap of the curriculum discussed on Day 3 of the training program 2. Understand what a research is and the different survey methods
Time	90 minutes
Materials	PPT - Link the ppt here Notebook for each teacher

Section	Instruction	Time
Welcome	<ul style="list-style-type: none"> - Small talk, Hello greetings, Welcome and settle all in. Wait for the teachers to join in. - Remind them that incase they have missed out filling in the feedback form they can do so now - share the link via chat - Quick reading of the room (online session) - 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 	10 mins

	<p>(https://www.directpoll.com/c?XDVhEtuuyyuCBNOK3BkhEgrRjl4Jm7bH)</p> <ul style="list-style-type: none"> - 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 <p>Optional energizer</p> <ul style="list-style-type: none"> - Let's get you know you all a little better - Introduce yourselves in the following format - Hi My name is _____, I would like be a _____ in the kitchen because I am _____ just like the _____ - 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 - Inform them that they have two minutes to think of their responses - Once they are done ask them to put down their responses put it in the chat box - Thank the teachers 	
<p>Recap</p>	<ul style="list-style-type: none"> - Before we begin today's session and introduce the agenda - Inform them that we will be doing a quick check of what happened yesterday - Ask the below points as questions and get responses - Once we get almost all answers - Recap and summarize the points 	<p>15 mins</p>

	<p>Recap points</p> <ul style="list-style-type: none"> - Why You and Why are you here? - Your Expectations of the program - 8 weeks of the program for the students - Experience a section of the student curriculum which is included in Week 1 *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>And</p> <ul style="list-style-type: none"> - Introduction to who is a facilitator and some facilitator actions like (tagging, encourage, use tech) 	
<p>Agenda</p>	<ul style="list-style-type: none"> - Go through Second half of the week 1 curriculum - Types of Research & Survey Methods - Identifying Key Stakeholders for your survey - Introduction to tools for data collection - Identify key questions and tools for data collection - Facilitator Actions - Look at topics for Week 1 and 2 of student curriculum 	<p>5 mins</p>
<p>Warm Up activity to introduce the topic</p>	<ul style="list-style-type: none"> - Create a online survey with questions about the teachers - 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) - Share the link with them - Give them 5-6 mins to complete the poll/survey form - Ask them what they think happened now? - Gather a few responses 	<p>15 mins - 20 mins</p>

	<ul style="list-style-type: none"> - Ensure you do tagging or use chat box to get responses - Inform them that as they rightly said they were part of a survey - 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. - Show them the results and data collected through it - Ask a few of them to draw some analysis - If there is starting trouble tag a co facilitator (eg 80% of our teachers are in the arts stream) - Inform them that this was a sample of an online survey, we will be going in depth about research and surveys today - Thank the teachers for being a part of a fun survey with us. 	
<p>Socio Economic Survey</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>Socio Economic Surveys as Secondary Research:</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 & 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">● NHFS Survey● Economic Survey● State wide Socio Economic Survey● Census● Good Governance Report● NITI Aayog Innovation Index● NITI Aayog SDG Index	
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	<ul style="list-style-type: none"> • Multidimensional Poverty Index <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>Research & Survey Methods</p>	<ul style="list-style-type: none"> - Yesterday we saw that to do a social economic survey in our habituation/village - First we will have to understand/ identify problems around us through personal experiences and observations. - In order for us to get an insight of what problems people have in our habituation/ village / town / environment , what do we have to do? - Yes we have to speak to them or research and understand what is happening. - For us to be able to do that, there are different research survey methods - In this section we will be going through these methods - 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. - 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 - We will be adding these as chapters to the student curriculum so they can go through it - What do you think is a Research Method? - Gather some responses 	<p>30</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">- We will be focusing on 1 type of research methodology currently called “CBPR”. How many of you remember what CBPR is? <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">- 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. <p>The benefits of CBPR are</p> <ul style="list-style-type: none">- Enhances community relevance of research questions- Strengthens interventions within cultural and local context- Enhances reliability/validity and of measurement tools- Increases accurate and culturally sensitive interpretation of findings- Facilitates effective dissemination of findings to impact public health and policy- Increases research trust <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 video.</p>	
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	<p>Example of a successful CBPR Model implementation:</p> <p>Objective: 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>Materials and methods: 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>Results: 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>Conclusion: 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 link.</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">- 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.	
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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"> ■ Household members roster ■ Socio-economic status 		
Environmental condition	<ul style="list-style-type: none"> ■ Access to and use of safe drinking water ■ Access to and use of sanitation facilities ■ Hygiene practices 		
Health status	<ul style="list-style-type: none"> ■ Morbidity ■ Immunization ■ Vitamin A, iron supplementation 	<ul style="list-style-type: none"> ■ Morbidity 	<ul style="list-style-type: none"> ■ Morbidity
Dietary intake	<ul style="list-style-type: none"> ■ Breastfeeding ■ Complementary feeding ■ Dietary diversity 	<ul style="list-style-type: none"> ■ Dietary diversity 	<ul style="list-style-type: none"> ■ Dietary diversity

Quantitative:

B) Primary vs Secondary

Primary:

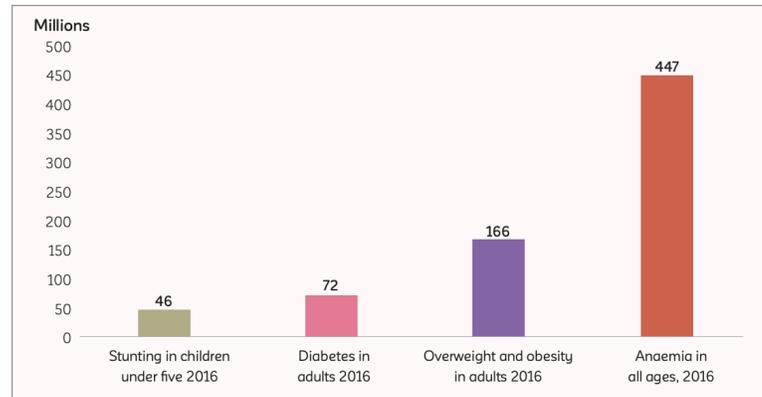


Secondary:

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

	Pre-school	School-age	Adolescents
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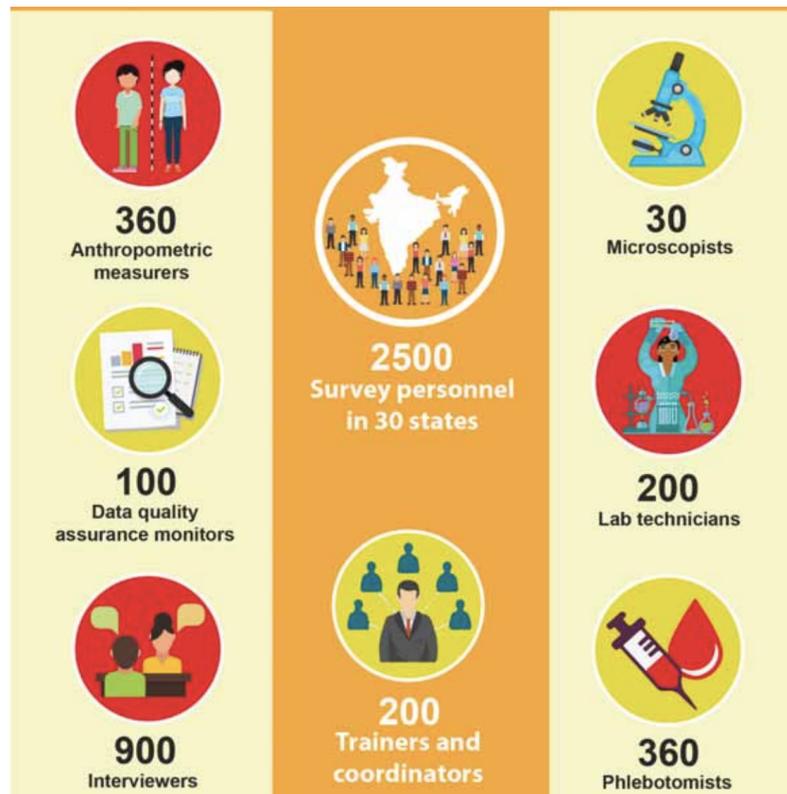
Figure 1.1: The burden of malnutrition among children and adults in India (presented in millions)



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">- Let's do a quick activity tell us which of these samples belong to which approach- Example: You can use this type of research to measure learning outcomes like grades, test scores for online classes - Quantitative- Example: You can use this type of research to find exactly what teachers and students struggle with online classes. - Qualitative <p>Here's a survey that uses both the methods for their research:</p> <p>https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-017-4706-9</p> <p>Integrated in ppt: after the data collection is added</p> <p>2. Primary vs Secondary</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>3. Descriptive vs Experimental</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"> 3. Get an in depth understanding of data collection methods 4. Understand what is Survey research 5. Participants understand the importance key stakeholders 6. Participants are able to identify key stakeholders
Time	90 minutes
Materials	<p>PPT - Link the ppt here</p> <p>Notebook for each teacher</p>

Section	Instruction	Time
Data Collection methods	<p>Quantitative data collection methods</p> <ul style="list-style-type: none"> • Surveys: List of closed or multiple choice questions that is distributed to a sample (online, in person, or over the phone). • Experiments: Situation in which variables are controlled and manipulated to establish cause-and-effect relationships. • Observations: Observing subjects in a natural environment where variables can't be controlled. <p>Qualitative data collection methods</p> <ul style="list-style-type: none"> • 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. • Focus groups: Discussion among a group of people about a topic to gather opinions that can be used for further research. • Ethnography: Participating in a community or organization for an extended period of time to closely observe culture and behavior. • Literature review: Survey of published works by other authors. <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>	30mins

<p>Survey methods</p>	<p>Survey Research</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> <ol style="list-style-type: none"> 1. Determine who will participate in the survey - define population and sample <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 style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Simple random sample</p> </div> <div style="text-align: center;"> <p>Systematic sample</p> </div> </div> <hr/> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Stratified sample</p> </div> <div style="text-align: center;"> <p>Cluster sample</p> </div> </div>	<p>20</p>
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	<p>Simple Random Sample: To conduct this type of sampling, you can use tools like random number generators to estimate sample size (https://epitools.ausvet.com.au/randomnumbers) or other techniques that are based entirely on chance.</p> <p>Systematic Sample: Every member of the population is listed with a number, but instead of randomly generating numbers, individuals are chosen at regular intervals.</p> <p>Stratified Sample: 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>Cluster Sample: 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">Snowball Sample: 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 1396 396 1507">Key stakeholders and identifying them</p>	<ul data-bbox="505 1402 1333 1850" style="list-style-type: none"> - During your research survey there can be different types of survey methods for different stakeholders - For eg if you are look to find out why students are dropping out of school - Your stakeholders involved will be students, teachers, parents and school authorities. - 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 	<p data-bbox="1365 1396 1398 1423">20</p>

	<ul style="list-style-type: none"> - Let's now just try and identify who the key stakeholder for the below two cases are - Inform them that they are going to be looking at 2 different types of cases - Our task is to identify who are the key stakeholders involved in each of these cases - Read out the below case <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>What is collaborative land use planning?</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"> - Ask them if a survey needs to be done to ensure 	
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	<p>land in the village is used sustainably and there are who all will the stakeholders involved be?</p> <p><Expected response government bodies in that village, panchayat head, local communities working in that village, household members, private sector or organizations></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"> - Who are the key stakeholders involved here <p><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
Warm up activity	<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"> - Before we begin let's do a quick fun activity - If you were given a wand to find out answers to 3 questions in life what would that be? - For eg I want to find an answer to the what happened to the mysterious Malaysian airlines missing - Did you understand the question? - Great you have 5 mins to write it down in your book - Now think of how you will get that answer? - Who will you go ask and how? - Thank you teachers for responding. <p>Just like the above the students will also have to decide how</p>	20

	will they do their survey for which	
Types of survey and the tools used	<p style="text-align: center;">1. Decide the type of survey (In-person or Online)</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>a) Questionnaire: where a list of questions is distributed online or in-person, and respondents fill it out themselves.</p> <p>Online Questionnaires: 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>In-person Questionnaires: 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) Interview: 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"> ● You have personal contact with respondents, so you know exactly who will be included in the sample in advance. ● You can clarify questions and ask for follow-up information when necessary. ● The lack of anonymity may cause respondents to answer less honestly, and there is more risk of researcher bias. 	45

	<p>Another type of interviews that can be used is ‘Focus Group Interviews’:</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"> ● You’re interested in real-time, unfiltered responses on a given topic or in the dynamics of a discussion between participants ● Your questions are rooted in feelings or perceptions, and cannot easily be answered with “yes” or “no” ● You’re confident that a relatively small number of responses will answer your question ● You’re seeking directional information that will help you uncover hidden issues <p>Key informant interviews 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>Activity to identify which tool suits the case</p>	<ul style="list-style-type: none"> - There are different ways in which we can collect data. For eg record interviews on a phone - Similarly think of all the different ways in which you can collect data for all the types of survey. - Take 5 mins to think of an exhaustive list - Now look at each of these categories and add in which type of tool will be useful for collecting data for that particular survey <p>Questionnaires - Online and Offline Interviews</p> <ul style="list-style-type: none"> - Link to be shared with each of the above types of survey mentioned and while tool can be used - Thank you teachers, let's take 5 mins to go through your responses - Wonderful thank you sharing teachers - Inform them that we will be working on a list of tools the students can use and links to how to for them 	<p>25</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"> 7. Participants are able to identify key questions required for a survey 8. Participants are introduced to different ways of collecting data 9. Participants understand the importance of participant engagement, check for understanding and some of the techniques that can be used 10. Participants get a clear understanding of Week 1 and 2 of student journey
Time	90 minutes
Materials	<p>PPT - Link the ppt here</p> <p>Notebook for each teacher</p>

Section	Instruction	Time
Designing the survey questions	<p>Design the survey questions and layout</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"> ● The type of questions ● The content of the questions ● The phrasing of the questions ● The ordering and layout of the survey <p>Open-ended vs closed-ended questions</p>	20

	<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">● A binary answer (e.g. <i>yes/no</i> or <i>agree/disagree</i>) <p>Example: Are you satisfied with the current work-from-home policies?</p> <ul style="list-style-type: none">● A scale (e.g. a scale with five points ranging from <i>strongly agree</i> to <i>strongly disagree</i>) <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">● Strongly Agree● Agree● Undecided● Disagree● Strongly Disagree	
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	<ul style="list-style-type: none">● A list of options with a single answer possible (e.g. age categories) <p>Example: What is your age?</p> <ul style="list-style-type: none">● 15 or younger● 16–35● 36–60● 61–75● 76 or older <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">1. How do you feel about the sanitation system in your area?2. How would you describe your personality?3. In your opinion, what is the biggest problem you face living in XYZ location? <p>The content of the survey questions</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>Phrasing the survey questions</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>Ordering the survey questions</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>1. Distribute the survey</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>	
<p>Sample of a</p>	<p>- We will now go through a questionnaire and look at</p>	<p>15 mins</p>



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