

Social Service

A 90-hour field internship for undergraduate students, delivered in four stages: recorded lectures, an online assessment, geotagged field work, and a marked report. 6 modules, 4 of them in the field.

01	Service, Citizenship and the Volunteer Ethic	CONCEPTUAL
02	Knowing the Community: Needs Assessment with the Panchayat	FIELD
03	Swachhta and Hariyali: Cleanliness Drive and School Plantation	FIELD
04	Camps and Events: Supporting a Health or Education Camp	FIELD
05	Inclusion Service: Digital Literacy for Elders and SHG Record Keeping	FIELD
06	Reflection, Civic Responsibility and the Service Portfolio	CONCEPTUAL





Offered by Ethno Medico Agro Botanical Research Society, Bakhtiyarpur, Patna, Bihar, to undergraduate students of partner universities in Semester V.

S O C I A L S E R V I C E

Part I: Programme document

1. Why this subject, why now

Indian universities already ask students to serve. The National Service Scheme has run since 1969 on the motto "Not Me But You"; its manual expects 120 hours a year for two years and a seven-day camp in an adopted village. Nehru Yuva Kendra Sangathan has organised rural youth clubs since 1972. Unnat Bharat Abhiyan asks every higher education institution to adopt at least five villages. MY Bharat, launched in October 2023, lists volunteering opportunities and Experiential Learning Programmes for every Indian aged 15 to 29. What is missing at college level is a structure that turns a morning of service into evidence of learning: a place assigned, a task defined, the work photographed, the experience written up, the result graded and certified. This internship supplies that structure.

The Society runs a continuous calendar of outreach in Patna, Nalanda and neighbouring districts: youth skill sessions, farmer training camps, health and education camps with primary health centres and schools, plantation drives, and digital literacy sessions in villages. Students are placed alongside that outreach, or alongside the equivalent activity of a panchayat, school, health centre or self-help group near their own home, and do the work with their own hands.

How Social Service differs from Social Work. The Society also offers a Social Work subject. That subject teaches a professional discipline: casework, group work, community organisation, social policy, the methods and the Acts a practitioner must know. Social Service is not a discipline; it is a practice of citizenship. It asks what any educated young person owes the community around them and how to discharge that duty competently: how to organise a camp so nobody waits three hours in the sun, how to run a plantation so the saplings are alive a year later, how to teach an elder to use UPI without embarrassing them, how to help a self-help group close its weekly accounts. A History or Commerce student who never intends to become a social worker still needs these skills, and Article 51A of the Constitution expects them to use them.

Why now. The UGC's internship guidelines make 60 to 120 hours mandatory after the fourth semester, worth two to four credits. NEP 2020 calls for community engagement and service in every undergraduate education. NAAC's Criterion III asks institutions to document extension activities with dated photographs and reports. A Social Service



internship that produces geotagged evidence and graded reports satisfies all three, for students of every stream,
at no cost beyond bus fare.

2. Who it is for, and outcomes

Eligible streams. Any undergraduate programme of a partner university. No prerequisites. The modules assume no prior knowledge of development, health, agriculture or administration. The student must be willing to do physical work in a village, to speak to strangers courteously in Hindi or the local language, and to obey the safety and consent rules in Section 6 without exception.

#	LEARNING OUTCOME	BLOOM'S LEVEL
LO1	Explain the difference between social service, social work and charity, and describe the main volunteering frameworks (NSS, NYKS, UBA, MY Bharat, UNV).	Understand
LO2	Conduct a needs assessment walk with panchayat representatives and record findings in a structured format.	Apply
LO3	Plan and carry out a cleanliness drive and a plantation with a school, including follow-up for sapling survival.	Apply
LO4	Support the registration, flow and referral desk of a health or education camp and describe the roles of ASHA, ANM, teachers and organisers.	Apply
LO5	Teach a basic digital skill to an older adult and assist a self-help group with its weekly books.	Apply
LO6	Analyse a service activity using the Describe, Examine, Articulate Learning (DEAL) method.	Analyse
LO7	Evaluate the ethical questions raised by service (consent, dignity, dependency, photography of vulnerable people) and justify field choices.	Evaluate
LO8	Produce a service portfolio that an employer, NSS unit or MY Bharat profile can verify.	Create



3. At a glance

MODULE	TITLE	TYPE	HOURS	FIELD TASK IN ONE LINE
1	Service, Citizenship and the Volunteer Ethic	Conceptual	15	None (written reflection)
2	Knowing the Community: Needs Assessment with the Panchayat	Field	15	Transect walk of one village with a ward member or mukhiya, written up as a two-way ranked needs list
3	Swachhta and Hariyali: Cleanliness Drive and School Plantation	Field	15	Half-day clean-up of a school compound and approach lane, then planting and staking at least ten saplings with the school
4	Camps and Events: Supporting a Health or Education Camp	Field	15	One full camp day at a registration, flow or referral desk with an Ayushman Arogya Mandir, PHC or school
5	Inclusion Service: Digital Literacy for Elders and SHG Record Keeping	Field	15	Two-hour digital literacy session for at least five older adults, and one SHG weekly meeting spent helping the bookkeeper
6	Reflection, Civic Responsibility and the Service Portfolio	Conceptual	15	None (final report and portfolio)
Total			90	



4. How the four stages apply to this subject

Stage 01 Learn. Five to seven recorded lectures per module and a written reader. Watch time is tracked; a lecture completes at 80 per cent. Lectures are practical: a lecture on camp logistics shows a floor plan, a lecture on plantation shows how to stake a sapling.

Stage 02 Test. One MCQ test per module, single attempt, auto graded, unlocked when every lecture is complete. Tests check whether the student knows enough to be safe and useful on site.

Stage 03 Do. Field modules only. The coordinator assigns a location within reach of the student's home or college: a village, a government school, an Ayushman Arogya Mandir or PHC, a panchayat bhawan, a JEEViKA self-help group. Where the Society has a camp or drive scheduled in that district, the student joins it; otherwise the student is attached to the panchayat's or school's own activity with an introduction letter from the Society. The student uploads geotagged photographs of themselves doing the work; coordinates are checked against the assigned location. About six hours per module, which may be spread over two visits.

Stage 04 Report. Field modules only. A written report on the supplied format, marked on the module rubric. Reports follow the DEAL structure adapted from Ash and Clayton: describe what happened, examine it against the module's outcomes, articulate what was learnt and what will be done differently.

Service hours and learning hours are counted separately, following the American Association of Community Colleges' guidance on service-learning syllabi. The portal records direct service hours (Stage 03) and learning hours (Stages 01, 02, 04) as two totals, and the certificate states both: about 24 direct service hours and 66 learning hours. The service itself is not graded; the evidence that it happened and the learning drawn from it are.

Supervision. Every field task has a named local supervisor: the mukhiya or ward member, the head teacher, the community health officer or ANM, the SHG bookkeeper or JEEViKA community mobiliser. The supervisor signs a one-page attendance and conduct slip that the student uploads with the evidence. This mirrors the NSS programme officer's role and the partnership agreement form used in service-learning courses.



5. Assessment and grading

Total 100 marks.

COMPONENT	WEIGHT	DETAIL
MCQ tests (6)	30	5 marks each, auto graded
Field evidence (4)	16	4 marks each: photographs accepted, coordinates verified, supervisor slip present
Module reports (4)	32	8 marks each, rubric marked
Written reflections (2, conceptual modules)	6	3 marks each
Final report and portfolio	16	Rubric in Appendix C

Grade bands. O 90 and above; A+ 80 to 89; A 70 to 79; B+ 60 to 69; B 50 to 59; C 40 to 49; F below 40.

Passing standard. 40 marks overall, provided all four field tasks have accepted evidence and all six tests have been attempted. Rejected field evidence (coordinates outside the location, student not visible, slip missing) may be resubmitted once within the semester. No repeat for a test. Certificates are QR verifiable and carry the grade and both hour totals.

6. Field work: ethics, safety, permissions

Consent for photographs. Photographs are evidence of the student's work, not of the community's poverty.

- The student is the subject. Community members may appear only after verbal consent in the local language, with the purpose explained: for a college internship record, not for publication.
- Children must not be identifiable unless the head teacher has given written consent on behalf of the school and the photograph shows a school activity. Section 74 of the Juvenile Justice (Care and Protection of Children) Act 2015 prohibits disclosure of the identity of a child in conflict with law or in need of care and protection; the student cannot know which children these are, so the default is faces turned away.
- At a health camp, no photograph may show a patient's face, a register page with names, a prescription or a diagnosis.
- SHG books contain members' savings and loan figures. Photograph the cover and the student at the table, never a page with figures and names.
- Photographs that identify a person are personal data under the Digital Personal Data Protection Act 2023. They stay in the portal, are used only for assessment, and are never posted to social media.

Safety rules for this subject.

- Daylight only, 8 am to 5 pm, never alone: another student, a family member or the supervisor must be present.
- Cleanliness drives: gloves and closed footwear; dry waste, plastics, leaf litter and lane sweeping only; no medical waste, dead animals, sharp metal, drains or ponds.
- Plantation: no digging near electricity poles, pipes or boundary walls; children do not dig.
- Camps: the student never dispenses medicine, gives injections or advises on treatment.
- No field work on days the district administration has issued a heat or flood warning. Carry water. No riding on tractors, trolleys or vehicle roofs.



Who to inform before a visit. The Society's coordinator through the portal at least three days ahead; the local supervisor; for a village, the mukhiya or ward member; for a school, the head teacher; for a health camp, the community health officer or medical officer in charge; for an SHG, the group president through the JEEViKA community mobiliser. Carry the introduction letter and college identity card on every visit.



7. Final report format

2,000 to 2,500 words, submitted at the end of Module 6 (template in Appendix A): (1) service summary table of the four tasks with dates, locations, supervisors and hours; (2) the community as I found it, from the Module 2 needs walk; (3) what I did, one paragraph per task; (4) what I learnt, using DEAL across the internship; (5) what I would change in the Society's outreach, at least three concrete suggestions; (6) my service commitment for the next twelve months, including registration on MY Bharat or the college NSS unit. The attached portfolio holds the four supervisor slips and twelve captioned photographs.



8. Skills built and career pathways (India)

Skills: event and camp organisation; needs assessment and structured observation; plain-language communication with rural and older audiences; basic record keeping and reconciliation; teaching a skill one-to-one; working under the authority of a panchayat, school or health facility; reflective writing; documenting work for verification.

Pathways: NSS leadership and awards; National Youth Corps volunteering through NYKS (ages 18 to 29, up to two years, honorarium per the scheme guidelines); JEEViKA community cadre roles; Common Service Centre village level entrepreneurship; CSR foundation and NGO field posts; Unnat Bharat Abhiyan field roles at participating institutions; postgraduate study in Social Work, Rural Development or Public Health with a documented service record; state civil services and panchayat administration.

9. Alignment: NEP 2020, UGC internship guidelines, NAAC criteria, SDGs

- **NEP 2020:** community engagement and service, environmental education and value-based education as part of holistic undergraduate education (paragraph 11.8); experiential learning and local internships.
- **UGC Guidelines for Internship/Research Internship for Under Graduate Students:** 60 to 120 hours after the fourth semester, 2 to 4 credits; this 90-hour internship is designed for 3 credits.
- **NAAC:** Criterion III, extension activities in the neighbourhood community; each field module generates the dated, captioned photographs and reports NAAC asks for.
- **Unnat Bharat Abhiyan:** partner institutions with adopted villages may route Module 2, 3 and 5 tasks there; the Module 2 needs list feeds the UBA village survey.
- **SDGs:** 3, 4, 5, 6, 10, 11, 13, 15 and 17.

10. Benchmarks consulted

FRAMEWORK	WHAT IT DOES	WHAT WAS ADAPTED
NSS Manual (Revised) 2006 and NSS FAQ (nss.gov.in)	120 hours of regular activities a year for two years, 20 hours of orientation (general, special, programme skill learning), a seven-day special camp in an adopted village for at least half the volunteers each year, a volunteer diary, a certificate signed by programme officer, principal, coordinator and vice chancellor.	Orientation-then-service became Stage 01 before Stage 03. The diary became geotagged evidence plus a supervisor slip. The adopted village became the assigned location. 240 hours compressed to 90 for one semester with 24 direct service hours.
Nehru Yuva Kendra Sangathan and National Youth Corps guidelines (nyks.nic.in, yas.nic.in)	Village youth clubs as the unit of action; block-level Youth Club Development conventions; National Youth Volunteers aged 18 to 29 deployed for up to two years at block level on a monthly honorarium; themes of sanitation, health, literacy, environment and skills.	The thematic list shaped Modules 3 to 5. The principle that a volunteer activates local groups rather than replacing them shaped the SHG and panchayat tasks.
Unnat Bharat Abhiyan FAQ (unnatbharatabhiyan.gov.in)	Institutions adopt at least five villages, conduct a village survey and needs assessment, study scheme implementation, and prepare a work plan with faculty, students and NSS.	Module 2 is a student-sized UBA village survey. Section 9 routes tasks to UBA villages.
MY Bharat (mybharat.gov.in; yas.gov.in)	Ministry of Youth Affairs and Sports platform for ages 15 to 29, launched 31 October 2023: volunteering listings, Experiential Learning Programmes, digital certificates, a youth profile.	Module 6 requires registration and logging of the internship so the record outlives the semester.
UN Volunteers Partner Toolkit (toolkit.unv.org)	Hosting, recruitment, onboarding with checklists at week one, 30 days and 60 to 90 days, managing, transitions; duty of care and safeguarding; positive closure at end of assignment.	Pre-visit notification and supervisor slip as onboarding in miniature; Section 6 duty of care; final report as closure.
Points of Light Service Enterprise (pointsoflight.org)	Twelve characteristics of organisations that use volunteers well: planning, onboarding, supervision and support, training, tracking and evaluation among them.	The Society's obligations in Section 4 (assign, introduce, supervise, track, certify).
"Constructing a Service-Learning Syllabus" (AACC Horizons, hosted by Duke Service-Learning)	State direct service hours separately from reflection hours; grade the learning, not the service; structured reflection; partnership agreement forms signed by student and community partner.	Separate hour totals, the marking scheme, the supervisor slip.
Ash and Clayton (2009) , Journal of Applied Learning in Higher Education	The DEAL model: Describe, Examine, Articulate Learning, oriented to explicit outcomes.	Every Stage 04 report and the final report use DEAL prompts.

S O C I A L S E R V I C E

Part II: Modules



MODULE 1

Service, Citizenship and the Volunteer Ethic

CONCEPTUAL

15 HOURS

Overview and learning outcomes

Sets the vocabulary and ethics of the internship: social service versus social work and charity; the Indian tradition of constructive service from Gandhi's constructive programme through NSS and NYKS to MY Bharat; the rules a volunteer keeps. Supports LO1 and LO7. The student will be able to define social service and distinguish it from social work and charity; name the main frameworks and their hour structures; state the duties in Article 51A; explain "do no harm" and dependency; apply the Section 6 consent rules to a scenario.

Hour allocation

Learn 12 (seven lectures, 5 hours; reading 7). Test 1. Written reflection 2.

STAGE 01 · LEARN

LECTURES

1. **What social service is, and is not** (45 min). Definitions of service, social work, charity, philanthropy, activism; profession versus citizen's practice; why the Society offers both subjects; service that humiliates; Bihar examples.
2. **The Indian tradition of constructive service** (45 min). Gandhi's constructive programme of 1941; Vinoba Bhave and Bhoodan; NSS 1969 and its motto; Nehru Yuva Kendras 1972; Jayaprakash Narayan's Sarvodaya work in Bihar.
- 3.



The frameworks today (60 min). NSS hour structure; NYKS youth clubs and the National Youth Corps; UBA's five-village adoption and village survey; MY Bharat's age band, listings and Experiential Learning Programmes; how this internship maps onto each.

4. **The citizen's duty** (45 min). Article 51A, especially clauses (e), (g), (h), (j); the 73rd Amendment; the Bihar Panchayat Raj Act 2006; Gram Sabha and Ward Sabha; why a volunteer works with, not around, elected bodies.
5. **Ethics of volunteering** (45 min). Do no harm; dignity; dependency and the saviour problem; reliability as ethics; confidentiality; helping versus taking over; what to do on seeing child labour or abuse: report to the supervisor and ChildLine 1098, never intervene physically.
6. **Consent, photographs and data** (45 min). The student as subject of the evidence; Hindi consent scripts; children and JJ Act Section 74; patients; SHG books; DPDP Act 2023 basics; nothing on social media.
7. **International practice** (30 min). UNV Partner Toolkit (onboarding checkpoints, duty of care, safeguarding); Points of Light's twelve characteristics; US service-learning and "grade the learning, not the service".

READING MATERIAL

- Vocabulary: service, social work, charity, volunteering, extension, outreach (NSS Manual 2006 objectives chapter; UGC internship guidelines).
- History in ten pages: constructive programme; Bhoodan; NSS 1969; NYK 1972 and NYKS 1987-88; UBA and UBA 2.0; MY Bharat 2023 (official sites).
- The Constitution and the panchayat: Article 51A; Part IX; Bihar Panchayat Raj Act 2006 (Gram Sabha at intervals of not more than three months, convened by the mukhiya; Ward Sabha); Bihar Gram Sabha Rules 2012.
- The volunteer's code: ten rules with Bihar scenarios (UNV Partner Toolkit; NSS Manual on camp conduct).
- Consent and data: JJ Act 2015 s.74; the 2018 Ministry of Information and Broadcasting advisory on children's identity; DPDP Act 2023 definitions; a Hindi consent script.

STAGE 02 · TEST



Blueprint: 20 questions, 30 minutes. Coverage: L1 three, L2 two, L3 five, L4 three, L5 three, L6 three, L7 one. Sample (correct answer starred):

Q1 NSS motto:

- a. Service before self
- b. Not Me But You**
- c. Satyameva Jayate
- d. Jai Jawan Jai Kisan

Q2 NSS regular activity hours over two years:

- a. 90
- b. 120
- c. 240**
- d. 360

Q3 NSS special camp duration:

- a. 3 days
- b. 7 days**
- c. 10 days
- d. 15 days



Q4 Minimum villages a UBA institution adopts:

- a. 1
- b. 3
- c. 5**
- d. 10

Q5 MY Bharat age band:

- a. 10 to 19
- b. 15 to 29**
- c. 18 to 35
- d. 21 to 40

Q6 Fundamental Duties are in Article:

- a. 14
- b. 21
- c. 32
- d. 51A**



Q7 Maximum interval between Gram Sabha meetings under the Bihar Panchayat Raj Act 2006:

- a. one month
- b. three months**
- c. six months
- d. one year

Q8 Social Work, unlike Social Service, is:

- a. unpaid
- b. a professional discipline with methods and casework**
- c. only for Arts students
- d. urban only

Q9 A student suspects child abuse at a camp. First action:

- a. photograph the child
- b. confront the parents
- c. inform the supervisor and call ChildLine 1098**
- d. post online



Q10 Under the DPDP Act 2023 an identifying photograph is:

- a. not data
- b. personal data needing consent**
- c. public property
- d. exempt outdoors

Written reflection (2 hours, 3 marks)

600 to 800 words: "A service I received, and a service I gave." Describe one of each, examine what made it respectful or not, articulate two rules you will keep in the field.

Glossary

Social service; social work; charity; volunteer; constructive programme; Fundamental Duties; Gram Sabha; Ward Sabha; mukhiya; do no harm; dependency; informed consent; personal data.

References

- NSS Manual (Revised) 2006: <https://nss.gov.in/sites/default/files/manualNss2006.pdf>
- NSS FAQs: <https://nss.gov.in/faq>
- NYKS, About Us: <https://www.nyks.nic.in/aboutus/About-nyks.html>
- National Youth Corps guidelines:
<https://yas.nic.in/sites/default/files/National%20Youth%20Corps%20guidelines.pdf>
- Unnat Bharat Abhiyan FAQ: <https://unnatbharatabhiyan.gov.in/view-faq>
- MY Bharat: <https://mybharat.gov.in/> and <https://yas.gov.in/en/youth-affairs/my-bharat>
- Bihar Panchayat Raj Act 2006:
https://www.indiacode.nic.in/bitstream/123456789/11212/1/act_bihar_panchayat_raj_act_2006_-_english.pdf



- JJ Act 2015, s.74: <https://indiankanoon.org/doc/190194922/>
- DPDP Act 2023: <https://www.meity.gov.in/static/uploads/2024/06/2bf1f0e9f04e6fb4f8fef35e82c42aa5.pdf>
- UNV Partner Toolkit: <https://toolkit.unv.org/>
- Points of Light Service Enterprise: <https://www.pointsoflight.org/service-enterprise-program/>



MODULE 2

Knowing the Community: Needs Assessment with the Panchayat

FIELD

15 HOURS

Overview and learning outcomes

Service that begins without looking is charity. The student walks a village with someone accountable for it, sees what is there, and writes it down in a form the panchayat and the Society can use. Supports LO2 and LO6. The student will be able to describe a Gram Panchayat's structure; conduct a transect walk with a ward member or mukhiya; use an observation checklist covering water, sanitation, school, health access, roads, drainage, common land and livelihoods; separate felt needs from observed needs; write a one-page needs list.

Hour allocation

Learn 6 (five lectures, 3.5 hours; reading 2.5). Test 1. Do 6 (preparation 1; on site 3; notes 2). Report 2.

STAGE 01 · LEARN

LECTURES

1. **How a Gram Panchayat works** (45 min). Mukhiya, up-mukhiya, ward members, panchayat secretary, Panchayat Sarkar Bhawan; standing committees; Gram Sabha and Ward Sabha; the Gram Panchayat Development Plan; whom to approach for what.
2. **Participatory rural appraisal basics** (45 min). Transect walk, social map, seasonal calendar; why the walk is done with a local person; listening more than asking; recording without judging; felt need versus observed need.
- 3.



What to look for (45 min). Handpumps and water sources; drainage and standing water; toilets and ODF Plus assets under SBM-G Phase II; school building, boundary, toilets, mid-day meal kitchen; distance to Ayushman Arogya Mandir or PHC; anganwadi; roads; common land and trees; SHG presence; migration.

4. **Asking well** (30 min). Open questions in Hindi; talking to women respectfully and in company; talking to elders; promising nothing; closing a conversation.
5. **From walk to needs list** (30 min). The one-page format; ranking by the panchayat's view and the student's; matching needs to the Society's outreach; returning a copy to the panchayat.

READING MATERIAL

- The Gram Panchayat in Bihar: Bihar Panchayat Raj Act 2006; Bihar Gram Sabha Rules 2012; Bihar Ward Sabha Rules 2017.
- Transect walk and observation checklist (supplied form), drawing on PRA practice and the UBA village survey.
- Reading the schemes on the ground: SBM-G Phase II; Jal Jeevan Hariyali; MGNREGA works; Ayushman Arogya Mandir services.
- The needs list format with an anonymised filled example from Patna district.

STAGE 02 · TEST

Blueprint: 15 questions, 20 minutes. Coverage: L1 four, L2 three, L3 four, L4 two, L5 two. Sample:

Q1 The Gram Sabha is convened and presided over by:

- a. the BDO
- b. the mukhiya
- c. the panchayat secretary
- d. the DM



Q2 A transect walk is:

- a. a questionnaire survey
- b. a walk across the village with local people, observing and recording**
- c. a meeting in the bhawan
- d. a map exercise

Q3 A felt need is one that:

- a. the student observes
- b. the community itself states**
- c. government announces
- d. a guideline lists

Q4 An ODF Plus village:

- a. has no toilets
- b. has sustained ODF status and manages solid or liquid waste**
- c. has a hospital
- d. has a bank



Q5 Talking to women in a village, the student should:

- a. insist on privacy
- b. speak in the presence of other women, respectfully, without pressing** ●
- c. avoid them
- d. record secretly

Q6 A Ward Sabha meeting may be held at:

- a. a private house
- b. the Panchayat Bhawan or a public place in the ward** ●
- c. the block office only
- d. the court

Q7 Jal Jeevan Hariyali Abhiyan belongs to:

- a. the Government of Bihar** ●
- b. NITI Aayog
- c. the Youth Affairs Ministry
- d. UGC



Q8 The needs list copy goes to:

- a. nobody
- b. the representative who walked with you**
- c. the police
- d. a newspaper

Q9 The student must never promise:

- a. to return the list
- b. that a scheme benefit will follow the walk**
- c. to walk in daylight
- d. courtesy

Q10 A sub-centre level Ayushman Arogya Mandir is staffed by:

- a. a surgeon
- b. a community health officer with ANM and ASHAs**
- c. the collector
- d. a pharmacist only

STAGE 03 · FIELD WORK

Do

The task. With a ward member, up-mukhiya or mukhiya (or the panchayat secretary), walk one village or ward end to end against the checklist, talk to at least five residents including two women and one older person, and produce a one-page needs list ranked two ways: by the representative's priorities and by the student's observation.



Location and assignment. A village in the student's home block or within an hour of the college, assigned by the coordinator, preferring villages with Society outreach or a partner institution's UBA adoption. The Society writes to the mukhiya.

Steps on site. (1) Report to the Panchayat Bhawan; show the letter and identity card; agree the route. (2) Walk about two hours, filling the checklist; photograph the student at four points. (3) Talk to five residents about the village's three biggest problems. (4) Sit twenty minutes with the representative: their three priorities, and what has already gone to the Gram Sabha. (5) Get the supervisor slip signed. (6) Within 48 hours type the list and send a copy to the representative.

Evidence required. Four geotagged photographs showing the student clearly, the representative visible in at least one: (1) at a handpump, tap stand or well; (2) outside the government school or anganwadi with the name board readable; (3) at a drain, waste point or ODF Plus asset such as a soak pit; (4) at the common land, pond or plantation site. Plus the signed slip and the completed paper checklist. No residents' faces without consent noted on the slip.

Safety and consent notes. Daylight; walk with the representative or another student; do not enter houses or photograph courtyards; no audio recording; tell every person why you are asking.

STAGE 04 · REPORT

Prompts (1,000 to 1,200 words): (1) Describe: date, village, companion, route, who you spoke to by role. (2) The needs list, both rankings, as a table. (3) Examine: where the two rankings agreed and differed, and why; what SBM-G, Jal Jeevan Hariyali or MGNREGA is already doing about any need. (4) Articulate learning: how needs look from inside and outside a village; which Society activities fit this village and why.

Rubric (out of 20, scaled to 8): checklist completeness and accuracy 5; conversations and consent 4; two-way ranking with reasoning 5; DEAL depth 4; format 2.

Glossary

Gram Panchayat; Panchayat Sarkar Bhawan; transect walk; PRA; felt need; observed need; ODF Plus; soak pit; anganwadi; GPDP; MGNREGA; Ayushman Arogya Mandir.

References

- Bihar Panchayat Raj Act 2006:
https://www.indiacode.nic.in/bitstream/123456789/11212/1/act_bihar_panchayat_raj_act_2006_-_english.pdf
- Bihar Gram Sabha Rules 2012: <http://www.bareactslive.com/BIH/bh762.htm>
- SBM (Grameen) Phase II cabinet approval:
https://www.pmindia.gov.in/en/news_updates/cabinet-approves-swachh-bharat-mission-grameen-phase-ii/
- Jal Jeevan Hariyali Mission: <https://jaljeevanhariyali.bihar.gov.in/>
- Unnat Bharat Abhiyan FAQ: <https://unnatbharatabhiyan.gov.in/view-faq>
- Ayushman Arogya Mandir services (NHM Maharashtra):
<https://nhm.maharashtra.gov.in/en/scheme/ayushman-arogyam-mandir-arogyam-paramam-dhanam-13-services/>

MODULE 3

Swachhta and Hariyali: Cleanliness Drive and School Plantation

FIELD

15 HOURS

Overview and learning outcomes

Cleanliness drives and plantations are the most common and most badly done service activities in India: a morning of photographs, then the waste returns and the saplings die. This module teaches how to do both so they last. Supports LO3 and LO6. The student will be able to plan a half-day drive with a school (route, tools, segregation, disposal point, safety); choose native species, prepare a pit, plant, stake and mulch; set up a survival arrangement (watering roster, tree guard, monthly count); explain SBM-G Phase II and Jal Jeevan Hariyali to the school.

Hour allocation

Learn 6 (six lectures, 4 hours; reading 2). Test 1. Do 6 (school meeting 1.5; on site 4; follow-up 0.5). Report 2.

STAGE 01 · LEARN

LECTURES

1. **Why drives fail** (30 min). The photograph problem; waste with no destination; saplings with no water; the follow-up rule; fitting the school's routine.
2. **SBM (Grameen) Phase II on the ground** (45 min). ODF sustainability; solid and liquid waste management; soak pits, compost pits, segregation sheds; the swachhagrahi; where a school's waste should go.
3. **Planning a cleanliness drive** (45 min). Area (compound plus approach lane); dry versus wet waste; what children may handle; gloves, sacks, brooms, rakes; the agreed disposal point; early-morning timing; a two-minute talk to children.



4. **Plantation that survives** (60 min). Species for Bihar school compounds (neem, jamun, amla, arjun, mango, bel); pit size and spacing; monsoon timing and Van Mahotsav; staking; bamboo or brick tree guards; mulching; watering roster; monthly survival count; Jal Jeevan Hariyali and Forest Department nursery saplings.
5. **Working with a government school** (30 min). The head teacher's authority; Bal Sansad and eco club; mid-day meal timings; not disrupting classes; children near pits and tools.
6. **Recording the work** (30 min). Before and after photographs from the same spot; the sapling register; the supervisor slip; the 30-day call.

READING MATERIAL

- SBM-G Phase II summary, ODF Plus categories, the Gram Panchayat's role.
- The Society's plantation protocol: species list, pit and stake diagram, watering roster, survival register, drawing on Jal Jeevan Hariyali and Van Mahotsav practice.
- A one-page drive plan template and risk list.
- Two case notes from the Society's drives in Patna district: one that survived, one that did not.

STAGE 02 · TEST

Blueprint: 15 questions, 20 minutes. Coverage: L1 two, L2 three, L3 three, L4 four, L5 two, L6 one. Sample:

Q1 SBM (Grameen) Phase II focuses on:

- a. toilets only
- b. ODF sustainability and solid and liquid waste management
- c. urban drains
- d. rivers



Q2 A soak pit manages:

- a. plastic
- b. greywater from handpumps and kitchens**
- c. dung
- d. paper

Q3 Children in a school drive may handle:

- a. glass
- b. medical waste
- c. dry leaf litter and paper with gloves**
- d. dead animals

Q4 Best planting time in Bihar:

- a. May
- b. the monsoon, June to August**
- c. December
- d. any time



Q5 Van Mahotsav is:

- a. a tree planting festival
- b. a harvest festival
- c. a cleanliness week
- d. an exam

Q6 A sapling beside a boundary wall or electricity pole:

- a. grows faster
- b. damages structures and is likely to be cut down
- c. needs less water
- d. attracts birds

Q7 Mulching means:

- a. topping the sapling
- b. covering the soil around it to hold moisture
- c. painting the stem
- d. tying to a wall



Q8 Survival count should be done:

- a. once
- b. monthly by the school, with the student calling at 30 days**
- c. never
- d. only if asked

Q9 Drive waste goes to:

- a. a field
- b. the roadside
- c. a disposal point agreed with the panchayat**
- d. the river

Q10 A native species for a Bihar school compound:

- a. Eucalyptus
- b. Neem**
- c. Pine
- d. Poplar

STAGE 03 · FIELD WORK

Do

The task. In one morning at one government school, run a cleanliness drive of the compound and approach lane with students and teachers, then plant, stake and mulch at least ten saplings, leaving a sapling register and



watering roster. Outside the planting season (October to February) the coordinator may substitute care of an existing plantation: weeding, re-staking, guard repair and a survival count.

Location and assignment. A government school in the student's block, assigned by the coordinator. Saplings come from the Forest Department nursery, the panchayat's Jal Jeevan Hariyali allocation, the Society or the school's eco club. The student buys nothing.

Steps on site. (1) Meet the head teacher days ahead; agree date, area, disposal point, sapling source and classes. (2) Arrive by 8 am; five-minute talk; gloves and sacks; 90 minutes on dry waste, litter and sweeping; before and after photographs of three spots. (3) Carry waste to the agreed point. (4) An adult digs pits; children place saplings, fill and water; the student stakes, mulches and writes the register. (5) Agree the roster with a teacher and photograph it. (6) Slip signed. Call the school at 30 days for a survival count and log it.

Evidence required. Six geotagged photographs showing the student: (1) with a teacher at the school name board; (2) working with gloves and sack, children only from behind or at a distance; (3) and (4) the same spot before and after, from the same position; (5) planting or staking, stake and mulch visible; (6) holding the completed register and roster. Plus the slip. Optionally the school's 30-day photograph.

Safety and consent notes. Gloves and closed shoes; no sharp or medical waste; no burning; no children at open pits; no identifiable child without the head teacher's written consent; water breaks; stop by noon in hot months.

STAGE 04 · REPORT

Prompts (1,000 to 1,200 words): (1) Describe: school, date, participants by number, area, sacks of waste, disposal point, species and number planted. (2) Examine: what made the drive easy or hard; where the waste comes from and whether the school can prevent it; whether your site and species choices will survive; how SBM-G or Jal Jeevan Hariyali could support the school. (3) Articulate learning: two things you would do differently; one thing to tell a college NSS unit.

Rubric (out of 20, scaled to 8): planning with the school 4; clean-up and disposal with before and after evidence 4; plantation technique and survival arrangement 5; DEAL 5; format 2.



Glossary

Swachhagrahi; ODF Plus; solid and liquid waste management; soak pit; segregation; pit; stake; tree guard; mulch; survival count; Van Mahotsav; eco club; Bal Sansad.

References

- SBM (Grameen) Phase II cabinet approval:
https://www.pmindia.gov.in/en/news_updates/cabinet-approves-swachh-bharat-mission-grameen-phase-ii/
- Jal Jeevan Hariyali Mission: <https://jaljeevanhariyali.bihar.gov.in/>
- NSS suggestive activities, JNTUK NSS cell: <https://jntuknss.org/activities.php?act=suggestive>
- NSS Manual (Revised) 2006: <https://nss.gov.in/sites/default/files/manualNss2006.pdf>

MODULE 4

Camps and Events: Supporting a Health or Education Camp

FIELD

15 HOURS

Overview and learning outcomes

The Society's outreach runs on camps: health check-ups with the Ayushman Arogya Mandir or PHC, farmer training, education and career awareness in schools. A camp is an exercise in logistics and courtesy. Supports LO4 and LO6. The student will be able to describe the roles at a rural health camp; design a layout with registration, waiting, consultation, dispensing and referral stations; run a registration desk; manage a queue with dignity and priority for the elderly, pregnant women and the disabled; record referrals; adapt the layout to an education or farmer camp.

Hour allocation

Learn 6 (six lectures, 4 hours; reading 2). Test 1. Do 6 (briefing 0.5; camp day 5; debrief 0.5). Report 2.

STAGE 01 · LEARN

LECTURES

1. **Anatomy of a camp** (45 min). Purpose, partners, venue; who comes and why; the five stations; flow; what goes wrong; no shade, one table, no water, unrecorded referrals.
2. **The rural health system the camp plugs into** (45 min). Ayushman Arogya Mandir with community health officer, ANM and ASHAs; PHC and CHC; Rashtriya Bal Swasthya Karyakram school screening; where a referral goes and how to write it.
3. **Registration and records** (30 min). The register; fields needed and not needed; confidentiality; tokens; data minimisation.



4. **Queue and crowd management with dignity** (45 min). Priority rules; separate seating where expected; shade and water; announcements in the local language; handling anger; when to call the organiser.
5. **Education and farmer camps** (45 min). Career sessions in schools (courses after Class 12, scholarships, Bihar Student Credit Card); farmer camps with the Krishi Vigyan Kendra or block agriculture office; same stations, different content; feedback slips.
6. **Before, during, after** (30 min). Publicity through ASHA, anganwadi worker and school; set-up checklist; debrief; follow-up list; thanking partners.

READING MATERIAL

- Camp planning checklist and layout diagrams (supplied).
- The primary health system in Bihar in five pages: Ayushman Arogya Mandir, PHC, CHC, ASHA, ANM, CHO, RBSK; what a referral slip contains.
- Registration desk format and a data minimisation note under the DPDP Act 2023.
- Education and farmer camp schedules; Bihar Student Credit Card summary from the state portal; KVK role.
- The Society's debrief template.

STAGE 02 · TEST

Blueprint: 15 questions, 20 minutes. Coverage: L1 three, L2 three, L3 two, L4 three, L5 two, L6 two. Sample:

Q1 A sub-centre level Ayushman Arogya Mandir team is led by:

- a. a surgeon
- b. a community health officer**
- c. the mukhiya
- d. the DM



Q2 ASHA stands for:

- a. Assistant Surgeon Health Aide
- b. Accredited Social Health Activist**
- c. Auxiliary Sanitary Health Assistant
- d. Area Sub-centre Health Agent

Q3 A student volunteer may:

- a. give injections
- b. dispense medicine
- c. register patients and manage the queue**
- d. advise on dosage

Q4 The five camp stations:

- a. registration, waiting, consultation, dispensing, referral**
- b. stage, food, parking, media, gifts
- c. bank, post, school, police, PHC
- d. none



Q5 Queue priority goes to:

- a. latest arrivals
- b. the elderly, pregnant women and persons with disability** 
- c. students
- d. the loudest

Q6 A referral slip must record:

- a. caste
- b. the facility referred to and the reason** 
- c. income
- d. a photograph

Q7 RBSK concerns:

- a. farm loans
- b. health screening of children** 
- c. roads
- d. adult literacy



Q8 Under data minimisation the desk collects:

- a. everything
- b. only what the camp needs to serve and follow up**
- c. Aadhaar copies
- d. bank details

Q9 A Krishi Vigyan Kendra is:

- a. a bank
- b. a district agricultural extension and training centre**
- c. a school
- d. a court

Q10 The debrief happens:

- a. a month later
- b. the same day, before partners leave**
- c. never
- d. only after failure

STAGE 03 · FIELD WORK

Do

The task. Work one full camp day (about five hours) at a health, education or farmer camp, at the registration, flow or referral desk under the organiser's direction, and compile the referral or follow-up list for the organiser at the end.



Location and assignment. The Society's scheduled camp in the student's district where one exists; otherwise an outreach day of an Ayushman Arogya Mandir, PHC, government school (an RBSK screening or career session) or the block agriculture office. The coordinator assigns camp and desk and briefs the student the day before.

Steps on site. (1) Arrive an hour early; set up stations, shade, water, seating, banner. (2) Run the desk on the organiser's format; issue tokens; call priority cases. (3) Keep the queue informed in the local language; escort elderly or unwell people. (4) Record every referral; at closing compile and hand over the list. (5) Attend the debrief. (6) Slip signed by the organiser, CHO, medical officer or head teacher.

Evidence required. Five geotagged photographs showing the student: (1) at set-up with the banner readable; (2) at the desk with the register, no names legible; (3) managing the queue, taken from behind the queue so no attendee is identifiable; (4) with the organiser or health staff, with their consent; (5) holding the compiled list with names covered. Plus the slip. No patient's face, prescription, diagnosis or child's face.

Safety and consent notes. No clinical acts; hand hygiene; no eating at the dispensing station; no photographs inside the consultation area; if someone collapses, call the medical officer and do not move them; carry water.

STAGE 04 · REPORT

Prompts (1,000 to 1,200 words): (1) Describe: camp type, organisers, venue, date, hours, your desk, numbers registered and referred. (2) A layout of the camp as it was and as you would set it. (3) Examine: where flow broke and why; how priority was handled; whether records allowed follow-up; what the debrief said. (4) Articulate learning: three rules for the next volunteer at your desk; one change to the Society's checklist.

Rubric (out of 20, scaled to 8): description and layout 4; desk work as evidenced by the list and slip 5; analysis of flow and dignity 5; DEAL 4; format 2.

Glossary

Camp; station; registration; token; referral; follow-up; ASHA; ANM; CHO; Ayushman Arogya Mandir; PHC; RBSK; KVK; debrief; data minimisation.



References

- Ayushman Arogya Mandir services (NHM Maharashtra):
<https://nhm.maharashtra.gov.in/en/scheme/ayushman-arogyam-paramam-dhanam-13-services/>
- DPDP Act 2023: <https://www.meity.gov.in/static/uploads/2024/06/2bf1f0e9f04e6fb4f8fef35e82c42aa5.pdf>
- UNV Partner Toolkit: <https://toolkit.unv.org/>
- NSS suggestive activities (health, family welfare, nutrition): <https://jntuknss.org/activities.php?act=suggestive>



MODULE 5

Inclusion Service: Digital Literacy for Elders and SHG Record Keeping

FIELD

15 HOURS

Overview and learning outcomes

Two groups are routinely left out of the digital and financial economy in rural Bihar: older adults who own a phone but cannot use it beyond calls, and self-help group members whose weekly accounts depend on one trained bookkeeper. This module puts the student's most ordinary skills, using a smartphone and doing arithmetic, at their service. Supports LO5 and LO6. The student will be able to teach an elder, one-to-one, to make a video call, use WhatsApp, check a balance, make a small UPI payment and refuse a fraud call; explain a JEEViKA group's structure and books; help record one meeting and reconcile the cash; explain what a Common Service Centre offers.

Hour allocation

Learn 6 (six lectures, 4 hours; reading 2). Test 1. Do 6 (digital session 3 including set-up; SHG meeting and books 3; may be two days). Report 2.

STAGE 01 · LEARN

LECTURES

1. **Digital exclusion in rural India** (30 min). What PMGDISHA set out to do (one person per rural household, through Common Service Centres; it concluded in March 2024); what remains; why elders; owning versus using a phone.
2. **Teaching an older learner** (45 min). Large fonts; one skill per sitting; their phone, not yours; repeat rather than demonstrate; Hindi step sheets in big letters; patience, no laughter; groups of five with one helper each.

3. **The five skills** (60 min). Video call; WhatsApp message and voice note; reading a bank SMS and checking balance; a small UPI payment and what a collect request looks like; recognising fraud calls (OTP, "KYC expired", "your son has had an accident") and the 1930 cyber fraud helpline.
4. **What a JEEViKA SHG is** (45 min). Bihar Rural Livelihoods Promotion Society; 10 to 15 women; weekly meeting; president, secretary, treasurer, bookkeeper; village organisation and cluster federation; savings, inter-loaning, revolving fund, bank linkage; the community mobiliser.
5. **The books** (45 min). Attendance register; savings ledger; loan ledger; cash book; minutes; passbook; one meeting recorded end to end; reconciling cash in hand with the cash book; common errors.
6. **Common Service Centres** (15 min). Pension, Ayushman card, land records, bill payment; the village level entrepreneur; why to point elders to the CSC rather than do everything for them.

READING MATERIAL

- PMGDISHA summary from the PIB completion release; CSC basics.
- The five-skill teaching sheet in Hindi with screenshots, fraud checklist and the 1930 helpline (supplied).
- JEEViKA in ten pages: BRLPS, group structure, books of records, bank linkage (brlps.in and mobiliser training material).
- A worked example of one meeting across the five books and a reconciliation exercise.
- Confidentiality of SHG records and what may be photographed.

STAGE 02 · TEST

Blueprint: 15 questions, 20 minutes. Coverage: L1 two, L2 three, L3 three, L4 three, L5 three, L6 one. Sample:



Q1 PMGDISHA was delivered mainly through:

- a. post offices
- b. Common Service Centres**
- c. banks
- d. stations

Q2 Teaching an elder, the student should:

- a. use their own phone
- b. let the learner press every button on their own phone, repeating as needed**
- c. install many apps
- d. do all five skills in one sitting

Q3 A caller asks for an OTP "to update KYC". Correct response:

- a. share it
- b. refuse and disconnect; report to 1930 if money was lost**
- c. ask them to call back
- d. share three digits



Q4 A UPI collect request is:

- a. a payment received
- b. a request asking you to pay, refused if unexpected**
- c. a statement
- d. a loan

Q5 JEEViKA is implemented by:

- a. NABARD alone
- b. Bihar Rural Livelihoods Promotion Society**
- c. the Forest Department
- d. UGC

Q6 A JEEViKA SHG usually has:

- a. 2 to 5 members
- b. 10 to 15 members**
- c. 50
- d. 100



Q7 The cash book records:

- a. loans only
- b. all cash received and paid, giving the balance in hand**
- c. attendance
- d. minutes

Q8 Reconciling means:

- a. closing the group
- b. checking cash in hand equals the cash book balance**
- c. collecting fines
- d. opening an account

Q9 Photographing a ledger page with names and amounts is:

- a. fine
- b. not allowed; photograph the cover and the student instead**
- c. required
- d. fine if private

Q10 A Common Service Centre is run by:

- a. the mukhiya
- b. a village level entrepreneur**
- c. the police
- d. the school

STAGE 03 · FIELD WORK**Do**

The task. Part A: a two-hour digital literacy session for at least five older adults (60 and above where possible) at a panchayat bhawan, school, anganwadi or community hall, teaching at least two of the five skills to each learner on their own phone, leaving each with a Hindi step sheet. Part B: attend one weekly meeting of a JEEViKA self-help group and, under the bookkeeper's direction, help record attendance, savings, repayments and cash balance and reconcile the cash.

Location and assignment. The coordinator assigns a village and, through the JEEViKA community mobiliser or mukhiya, a group and venue. Where the Society runs digital sessions in that block, the student joins one. Learners are invited through the ward member, ASHA or anganwadi worker; the student does not go door to door alone.

Steps on site. Part A: seating with one helper per learner; five-minute introduction; skill one on each learner's own phone until done without help; skill two; fraud talk with 1930 written large; step sheets; slip signed by the ward member or venue in-charge. Part B: arrive early; greet president and bookkeeper; observe; enter attendance, savings and repayments with the bookkeeper; total and compare with cash in hand; ask what the group finds hard; slip signed by the bookkeeper or mobiliser.

Evidence required. Six geotagged photographs showing the student: (1) with the learners at the venue, learners from behind or with consent; (2) beside one learner holding their own phone, screen visible, face not required; (3) holding the Hindi step sheet with 1930 visible; (4) at the meeting venue with the group's name board or cover



book; (5) seated with the bookkeeper and the closed books; (6) holding the signed slip. No ledger page, passbook or amount against a name.

Safety and consent notes. Never handle the group's cash; never take a learner's phone out of their sight; never enter a PIN or OTP for a learner; no app installs without family present; no lending or borrowing; keep the session to two hours.

STAGE 04 · REPORT

Prompts (1,000 to 1,200 words): (1) Describe: venue, date, number and approximate ages of learners, skills taught, group name, meeting numbers. (2) Examine: what learners found hardest and why; which frauds they had already met; what the books showed about the group's regularity; where the method could be simpler. (3) Articulate learning: what inclusion means in practice; one addition to the step sheet; one thing to tell JEEViKA about the group.

Rubric (out of 20, scaled to 8): teaching method and learner outcomes 5; accuracy and confidentiality of books work 5; analysis 4; DEAL 4; format 2.

Glossary

Digital literacy; PMGDISHA; Common Service Centre; village level entrepreneur; UPI; OTP; collect request; 1930 helpline; JEEViKA; BRLPS; SHG; bookkeeper; cash book; reconciliation; bank linkage; community mobiliser.

References

- PIB, completion of PMGDISHA (6.39 crore trained as of 31 March 2024):
<https://www.pib.gov.in/PressReleasePage.aspx?PRID=2080854>
- Bihar Rural Livelihoods Promotion Society (JEEViKA): <https://www.brlps.in/>
- DPDP Act 2023: <https://www.meity.gov.in/static/uploads/2024/06/2bf1f0e9f04e6fb4f8fef35e82c42aa5.pdf>
- MY Bharat: <https://mybharat.gov.in/>

MODULE 6

Reflection, Civic Responsibility and the Service Portfolio

CONCEPTUAL

15 HOURS

Overview and learning outcomes

Turns four days of service into a record and a habit: critical reflection done properly, the civic argument for continuing, and a portfolio an employer, NSS unit or MY Bharat profile can verify. Supports LO6, LO7, LO8. The student will be able to apply DEAL across a whole internship; distinguish description from analysis in their own writing; state the case for civic responsibility in terms of Article 51A, Panchayati Raj and the SDGs; assemble a portfolio; register on MY Bharat and describe how to continue through NSS, NYKS or the Society.

Hour allocation

Learn 12 (six lectures, 4.5 hours; reading and portfolio assembly 7.5). Test 1. Written reflection and final report 2 (drafting is done in the reading hours).

STAGE 01 · LEARN

LECTURES

1. **DEAL in depth** (60 min). Ash and Clayton's model; Describe (who, what, where, when); Examine (against outcomes for academic, personal and civic learning); Articulate Learning (what, how, why it matters, what next); worked examples from Modules 2 to 5; the failure of stopping at description.
2. **Reading your own evidence** (45 min). Laying out the four slips and photographs; what they show and hide; honesty about what went wrong; evidence versus advertisement.
- 3.



Civic responsibility in India (45 min). Article 51A with experience behind it; the Gram Sabha as the citizen's first forum; SDGs as a checklist; why an educated person's absence from village institutions is itself a problem.

4. **Improving the Society's outreach** (30 min). The calendar; what the Society learns from reports; how the three suggestions are used.
5. **Continuing: NSS, NYKS, MY Bharat, the Society** (45 min). The college NSS unit and the seven-day special camp; the National Youth Corps route; MY Bharat registration, Experiential Learning Programmes and listings; volunteering with the Society after the internship.
6. **Portfolio and certificate** (30 min). Contents; the QR verifiable certificate and its two hour totals; presenting the internship in a CV and interview without exaggeration.

READING MATERIAL

- DEAL summary with the three-outcome frame and this programme's prompts (Ash and Clayton 2009).
- Service-learning reflection guidance: grade the learning, not the service; structured prompts (AACC syllabus guide).
- Civic responsibility reader: Article 51A; the 73rd Amendment; NEP 2020 paragraph 11.8; the SDGs this internship touches.
- Pathways: NSS special camp rules; National Youth Corps eligibility; MY Bharat registration and Experiential Learning Programme structure (45 days, 360 hours, as listed on the platform).
- Portfolio checklist and final report template (Appendix A).

STAGE 02 · TEST

Blueprint: 20 questions, 30 minutes. Coverage: L1 six, L2 two, L3 four, L4 one, L5 five, L6 two. Sample:



Q1 In DEAL, D stands for:

- a. Decide
- b. Describe**
- c. Deliver
- d. Debate

Q2 The Examine step:

- a. summarises again
- b. analyses the experience against stated outcomes**
- c. lists photographs
- d. thanks the supervisor

Q3 Ash and Clayton's three outcome categories:

- a. academic, personal, civic**
- b. reading, writing, arithmetic
- c. health, wealth, wisdom
- d. local, state, national



Q4 What this programme grades:

- a. service hours
- b. learning demonstrated through reflection**
- c. photograph count
- d. attendance alone

Q5 Article 51A(g) asks citizens to:

- a. pay taxes
- b. protect and improve the natural environment**
- c. vote
- d. enlist

Q6 The NSS special camp is held in:

- a. the college
- b. an adopted village or community**
- c. a hotel
- d. district headquarters



Q7 National Youth Corps age band:

- a. 15 to 18
- b. 18 to 29**
- c. 30 to 45
- d. any

Q8 An Experiential Learning Programme on MY Bharat, as listed, runs:

- a. one day
- b. 45 days**
- c. six months
- d. two years

Q9 This internship's certificate states:

- a. only a grade
- b. the grade plus direct service hours and learning hours**
- c. nothing verifiable
- d. other marks



Q10 A portfolio caption should:

- a. exaggerate impact
- b. state place, date, task and what is shown**
- c. omit the date
- d. name every villager

Written reflection and final report

The 600-word reflection (3 marks): "The hardest moment of my service, examined." The final report and portfolio (16 marks) follow Appendix A.

Glossary

Critical reflection; DEAL; Describe; Examine; Articulate Learning; civic responsibility; portfolio; caption; special camp; National Youth Corps; Experiential Learning Programme; QR verification.

References

- Ash, S. L. and Clayton, P. H. (2009), "Generating, Deepening, and Documenting Learning: The Power of Critical Reflection in Applied Learning", Journal of Applied Learning in Higher Education 1: 25 to 48:
<https://files.eric.ed.gov/fulltext/EJ1188550.pdf>
- "Constructing a Service-Learning Syllabus", AACCC Horizons, hosted by Duke Service-Learning:
<https://servicelearning.duke.edu/sites/servicelearning.duke.edu/files/documents/constructing-sl-syllabi.original.pdf>
- NSS special camping programme: <https://nss.gov.in/special-camping-programme>
- National Youth Corps guidelines:
<https://yas.nic.in/sites/default/files/National%20Youth%20Corps%20guidelines.pdf>
- MY Bharat: <https://mybharat.gov.in/>
-



UGC internship guidelines:

https://www.ugc.gov.in/pdfnews/0063650_Draft-Guidelines-for-Internship-and-Research-Internship-for-Under-Graduate-Stud

- UNV joint youth volunteering project with NYKS and NSS:

<https://www.unv.org/Success-stories/joint-youth-volunteering-project-strengthening-nehru-yuva-kendra-sangathan-nyks-a>

S O C I A L S E R V I C E

Appendix

A. Final report template

Title page: name, roll number, college, university, stream, internship dates, coordinator.

1. **Service summary table.** One row per field task: module, dates, location (village, block, district), supervisor name and role, direct service hours, evidence status. Total direct service hours.
2. **The community as I found it** (300 to 400 words), from the Module 2 needs list.
3. **What I did** (400 to 500 words). One factual paragraph per task: numbers, outputs, what was left behind (needs list, sapling register, referral list, step sheets, reconciled books).
4. **What I learnt** (600 to 800 words, DEAL). Describe briefly across the four tasks; Examine against LO1 to LO8 under academic, personal and civic headings; Articulate Learning: what, how, why it matters, what next.
5. **What I would change in the Society's outreach** (300 to 400 words). At least three specific, feasible suggestions with reasons.
6. **My service commitment** (150 to 200 words). MY Bharat profile identifier; NSS membership if any; what the student will do in the next twelve months.

Attachments: four supervisor slips; twelve captioned photographs (place, date, task, what is shown); the needs list; the sapling register with 30-day count; the referral list with names covered; the step sheet.



B. Field evidence checklist

- Every photograph is geotagged and the coordinates fall within the assigned location.
- The student is clearly identifiable in every required photograph.
- All required subjects are present (Module 2: four points plus checklist; Module 3: six including the before and after pair; Module 4: five; Module 5: six across two parts).
- No identifiable child without the head teacher's written consent.
- No patient's face, prescription, diagnosis or register page with names.
- No SHG ledger, passbook or amount against a name.
- Every adult community member visible gave verbal consent, noted on the supervisor slip.
- The supervisor slip is signed, dated, legible, with the supervisor's role stated.
- Pre-visit notification was logged at least three days before the visit.
- The introduction letter was carried and shown.
- Nothing from the field has been posted to social media.



C. Rubric for the final report

Out of 40, scaled to 16.

CRITERION	MARKS	FULL MARKS
Completeness and accuracy of summary and attachments	8	All four tasks, slips and outputs present; hours match the portal; captions specific
Description of community and work	6	Factual, numerical, free of exaggeration; outputs named
DEAL reflection	12	Moves from description to examination against LO1 to LO8 across academic, personal and civic learning, to articulated learning with concrete next steps
Suggestions to the Society	6	Three or more suggestions, specific, feasible without budget, grounded in what was seen
Service commitment and portfolio	4	MY Bharat registration confirmed; commitment specific; portfolio ordered and legible
Language and format	4	Plain, within length, template followed, no consent or confidentiality breach