



SHIKSHIT BHARAT (Educated India)

Key features:

- The nodal centre for activities under Shikshit Bharat is **Humanity Club of Student activities Centre (SAC)**
- The faculty I/c for Shikshit Bharat activities is **Dr. G. Srinivasa Rao, Assistant Professor, Dept. of MED** & Faculty I/c, Humanity Club
- The activities under this group are part of the Social Empowerment Activity (SEA)
- **The aim of activities under Shikshit Bharat** is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030 through the implementation of the Sustainable Development Goals (SDGs).
- **The goal of activities under Shikshit Bharat** is to inspire young Indians to enhance their skills and concentrate on their personal growth.
- This creative combination of social change and quality of life served as our inspiration for taking the movement globally.

Activities under Shikshit Bharat

Activity Code	Activity Title
SE201	Mentoring of School Children
SE202	Rural digital revolution / Digital Literacy for yielders & Participation in "Teach-for-India" movement
SE203	Empowering learners –schools / Value addition for deprived schools
SE204	Mentoring junior (first year) students at KITSW <i>(Not applicable for first-year students)</i>
SE205	Learning by Teaching / Teaching Assistantship at KITSW/Teaching AIDE <i>(Not applicable for first-year students)</i>
SE206	Enriching Education/Development of learning material for schools/ITIs
SE210	Any other activity approved by Dean Academic Affairs

Workflow of each activity under Shikshit Bharat

SE201: MENTORING OF SCHOOL CHILDREN

(Explore the Academic improvements, personal development, social-emotional skill development future planning for school children)

- **Goal setting, Planning & Knowledge Acquisition :**
 - *Goal setting and planning:*
 - Identify the goals and prepare a plan of action to the mentoring program (e.g., academic support, life skills, social skills development, career guidance).
 - Design a questionnaire for field work, on the effective implementation of action plan at chosen school (any other topics in line with the activity) to record the responses during interaction with eminent personalities like Principal of the School, Administrative officer, members of school management, senior teachers or parents.
 - Design a comprehensive feedback form for fieldwork to gather students' insights on how the mentoring program can be optimized to enhance academic achievement, life skills, personal growth, and social-emotional skill development among them.
 - *Knowledge Acquisition:*
 - Study the age group , grade level and the specific needs of the mentees (identified students to be mentored)
- **Field work:**
 - **Meet Eminent Personalities:** Engage with any 2 people who are part of school administration, including management members, the headmaster or principal, and subject teachers, to identify the specific skills that students need to develop.
 - Conduct surveys (sample size: minimum 20) to gather feedback from the school students on the unique needs and challenges of them.

- Before starting the mentoring sessions, record the levels of identified skills in mentees, which you would like to enhance by mentoring.
- **Conduct one-on-one sessions:** Schedule regular one-on-one mentoring sessions with students to provide individualized guidance and support. (A minimum of 6 sessions to be conducted) .
- **The mentoring shall be done only in the presence of the school/ class teachers. In no case, this shall be violated.**
- At the end of mentoring, record the tangible outcomes in terms of skill enhancement of mentees.
- Take geo-tagged photographs of the mentoring sessions for inclusion in the report.
- Provide feedback to school staff based on your observations and interactions with students.
- Take geo-tagged photographs of the feedback session for inclusion in the report.
- **Relevance to society:** During fieldwork, you are expected to focus on “How by engaging in these fieldwork activities, you can effectively support school children's academic, social, and emotional development and make a positive impact on their lives and society”
- **Presentation:**
 - Prepare an effective Power point presentation (ppt) on the Methodology used for mentoring, description of mentoring activities
 - Focus on knowledge and skills gained during the activity and present the same at the nodal centre.
- **Report Writing:**
 - Write a well-documented report, in a prescribed format, emphasizing on the Challenges and successes encountered during implementation of the activity including the tangible outcomes in terms of skill enhancement of the mentees.
 - Submit one soft & hard copy of the report each to the faculty counsellor and to the nodal centre.

SE202 : Rural digital revolution / Digital Literacy for elders & Participation in “Teach-for-India” movement.

(Providing the different digital skills, technology, and access to digital tools to farmers and rural residents to enhance the agricultural / rural life and also to bridge the gap that exists between the urban and rural communities)

- **Goal setting, Planning & Knowledge Acquisition :**
 - *Goal setting and planning: (Program planning and design)*
 - Define the program’s goals, such as improving access to digital tools, enhancing knowledge of online resources for farming/ rural life, and promoting the use of mobile apps for agriculture/ rural life.
 - Design a questionnaire for field work, on effective implementation of digital tools and promoting the use of mobile apps.
 - Design a questionnaire for field work, on the effective implementation of action plans at specified villages and record the responses during interaction with eminent personalities like local leaders of the Villages (Sarpanch, VRO, Agriculture officers, ward members, MPP members etc.)
 - Design a feedback form for fieldwork, for surveying stakeholders on how well the digital technology can be used to transform agriculture/ the life of rural communities
 - *Knowledge Acquisition:*
 - Study the adoption of digital technologies aimed at transforming the life of rural communities and bridging the digital divide between urban and rural.
- **Field work:**
 - **Meet Eminent Personalities:** Interact with any 2 people related to village administration such as Sarpanch, VRO, Agriculture officers, ward members, MPP members, and identify the tools, technologies, and resources needed (e.g., smartphones, tablets, trainers, internet connectivity etc.).
 - Take geo-tagged photographs of the meetings for inclusion in the report.

- Conduct a session with local leaders, agricultural cooperatives, and community groups (audience: minimum of 20) to raise awareness on adequate training and education to meet the digital skills requirements of rural communities.
- Take geo-tagged photographs of the session for inclusion in the report.
- With the help of local NGOs, government organisations, volunteers etc., make an attempt to collect the identified tools, technologies and resources and hand them over to target people.
- Collect feedback from the beneficiaries on how the digital technology can be used to change their life style.
- **Relevance to society:** During field work, you are expected to focus on “How access to digital technologies can empower rural society”.
- **Presentation:**
 - Prepare an effective power point presentation (ppt) addressing the challenges of building and maintaining digital infrastructure in rural areas and leveraging the benefits of digital technologies
 - Focus on the knowledge and skills gained during the activity and present the same at the nodal centre.
- **Report Writing:**
 - Write a well-documented report, in a prescribed format. The report must include
 - Key challenges identified /faced in implementing the digital revolution in rural areas.
 - Detailed analysis of the role of government policies and public-private partnerships in promoting digital inclusion.
 - Focus on the strategies for improving digital infrastructure, enhancing digital literacy, and promoting digital inclusion.
 - Submit one soft & hard copy of the report each to the faculty counsellor and to the nodal centre.

SE203: Empowering learners –schools /Value addition for deprived schools

(Empowering students is essential in creating a strong sense of ownership throughout their educational journey by motivating and engaging in the learning process and turning them to the tools and confidence to become independent and motivated learners)

- **Goal setting, Planning & Knowledge Acquisition :**
 - **Goal setting and planning:**
 - Identify the goals, by selecting a deprived school based on specified criteria (e. g. low resources, underperforming students, drop out students) and prepare a plan of action for the set objectives .
 - Design a questionnaire for field work, to interact with the school administration on issues like effectiveness of school management practices and involvement of the community in school activities and decision-making processes
 - Design a feedback form for fieldwork, for conducting survey from stakeholders (*teachers, students, parents, and community members*) on how the initiative influenced students' social-emotional skills, self-esteem, and behaviour
 - **.Knowledge Acquisition:**
 - Study with the structure, policies, and challenges of the school education system in India and understanding of effective teaching and learning methods, curriculum development, and assessment practices.
- **Fieldwork:**
 - **Meet Eminent Personalities:** Interact with the any 2 people like principal of the school, senior teachers working at the school and collect feedback, using the prepared questionnaire to assess key areas where support is needed (learning materials, infrastructure, skill development etc.)
 - Take geo-tagged photographs of the meetings for inclusion in the report.
 - Conduct survey (sample size: minimum 20) to gather initial data on the current status of students' learning abilities, aspirations, and school resources by administering prepared questionnaire to students, teachers, and parents to assess current challenges and strengths.

- Identify volunteers (student, teachers and community members) or collaborate with local NGOs, educational bodies or community leaders who can assist and mobilize learning materials.
- With the permission of school authorities, organize subject-focused sessions for students based on identified needs (math, science, languages etc.)
- Set up basic computer sessions for students and teachers, if the school has access to digital services.
- Implement daily or weekly activities centered on enhancing students' self-esteem, resilience, and problem-solving skills based on the new curriculum, ensuring that all students are engaged.
- Introduce extracurricular activities such as arts, sports, and clubs that focus on personal development and social skills.
- Equip classrooms with technology and train students in basic digital skills.
- **Relevance to society:** During fieldwork, you are expected to focus on “How is your work relevant to the society?”
- **Presentation:**
 - Prepare an effective ppt on how your activity has ensured value addition to a deprived school and present the same at the nodal centre
- **Report Writing:**
 - Write a well-documented report, in a prescribed format, including the following:
 - Goals and action plan
 - Overview of activities undertaken, list of resources provided and stakeholders involved
 - Results from surveys, observations and feedback
 - Specific outcomes and improvements observed
 - Challenges faced and recommendations for future activities
 - Submit one soft & hard copy of the report each to the faculty counsellor and to the nodal centre.

SE204: Mentoring junior (first year) students at KITSW

(Not applicable for first-year students)

(This activity involves mentoring first-year junior students, providing them with guidance, academic support, and personal development opportunities.)

- **Goal setting, Planning & Knowledge Acquisition :**

- **Goal setting and planning:**

- Identify the goals, and prepare a plan of action to mentor your juniors at KITSW to improve their academic performance, easing their transition to college and fostering personal development

- Examples of goals:

- Supporting first-year students in developing study skills and managing time.
 - Helping new students build a strong support network and personality development.

- Design a questionnaire for field work, on the effective implementation of mentoring junior students by senior students at KITSW, to record the responses during interaction with senior faculty.

- Design a feedback form for fieldwork, for conducting survey at the start of the program to understand mentees' needs. Gather baseline information on the expectations, academic challenges, and social concerns of mentees.

- **Knowledge Acquisition:**

- Identify the present teaching & mentoring methods in KITSW and analyze them.

- **Fieldwork:**

- **Meet Eminent Personalities:** Interact with minimum two senior teachers at the institute (with more than 15 years of experience in the institute) and take feedback from them, through the prepared questionnaire on the effective implementation of providing mentorship to first year students of KITSW

- With the permission of the principal and the nodal centre, pair with three first year students and act as mentor for them.
- Take feedback from the mentees on their requirements (examples: need social support, academic support, time management, improving communication skills etc.)
- Create a schedule for regular mentoring session (once a week or once in three days). The schedule can be a brief meeting of 10-15 minutes to discuss on the progress of the mentee and guiding him in right direction for meeting the goals. Record every meeting in a journal with signatures of mentees.
- Introduce time management techniques, effective study habits, and stress management strategies for your mentees and observe how they are progressing.
- Educate them on a ragging free and drug free environment in the institute.
- Encourage your mentees to join student clubs, sports teams, or other extracurricular activities to broaden their college experience.
- Collect the feedback after three months of mentoring and analyze the impact of mentoring on their academic scores, generic competency building activities, time management, physical and mental health.
- **Presentation:**
 - Prepare an effective ppt on your experiences, challenges, and successes in guiding your mentees and present the same at the nodal centre
- **Report Writing:**
 - Write a well-documented report, in a prescribed format, including the following:
 - Goals and objectives of mentoring program
 - Overview of mentoring sessions
 - Analysis of regular feedback
 - Summary of progress made by mentees in academic, social and personal areas

- Suggestions for enhancing the program in future cycles
- Submit one soft & hard copy of the report each to the faculty counsellor and to the nodal centre.

SE205: Learning by Teaching/Teaching Assistantship at KITSW/Teaching AIDE*(Not applicable for first-year students)*

(Involving the students for "Learning by Teaching" or a "Teaching Assistantship" program at KITSW (Kakatiya Institute of Technology and Science, Warangal) covers outlining the steps necessary to engage students as teaching assistants (TAs) or aides, allowing them to deepen their understanding by teaching others.)

(Explore the values and ethos of an educational institution and its impact on personal life)

- **Goal setting, Planning & Knowledge Acquisition :**

- *Goal setting and planning:*

- Identify the goals, and prepare a plan of action to explore the need for Learning by Teaching at KITSW and to study its impact on students' lives at KITSW
 - Design a questionnaire for field work, on the effective implementation of Teaching by Learning of KITSW to record the responses during interaction with senior faculty.
 - Design a feedback form for fieldwork, for conducting surveys from students and parents on what assistantship is expected from students to improve their knowledge and skills.

- *Knowledge Acquisition:*

- Identify the present teaching & mentoring methods in KITSW and analyze them.

- **Fieldwork:**

- **Meet Eminent Personalities:** Interact with minimum two senior teachers at the institute (with more than 15 years of experience in the institute) and take feedback from them, through the prepared questionnaire on the effective implementation of Teaching by Learning of KITSW
 - With the permission of the principal and the nodal centre, assist full time teachers in conducting lessons or handling laboratories/tutorials.

- Conduct a survey (sample size: minimum 20) to assess the knowledge and skill level of students for whom you are acting as teaching aide
- With the consent of teacher, assist him/her in grading assignments & tutorials, laboratory assessment & evaluation, preparing lecture materials and organizing classroom activities.
- Collect feedback from students and teachers on weekly or bi-weekly basis and evaluate the impact of the activity.
- **Presentation:**
 - Prepare an effective ppt on the goals, action plan, field work and feedback taken along with the analysis of the activity and present the same at the nodal centre
- **Report Writing:**
 - Write a well-documented report, in a prescribed format, including the following:
 - Activity goals, rationale, action plan
 - Role of assistantship offered, and classroom activities undertaken
 - Analysis of surveys, feedback from students and teacher
 - Summary of improvements in skills acquired by the students
 - Obstacles faced during implementation and proposed solutions for future iterations.
 - Submit one soft & hard copy of the report each to the faculty counsellor and to the nodal centre.

SE206: Enriching Education/Development of learning material for schools/ITIs

(Enriching education through the development of learning materials for schools and Industrial Training Institutes (ITIs) involves a systematic approach.)

- **Goal setting, Planning & Knowledge Acquisition:**
 - *Goal setting and planning:*
 - Identify the goals and prepare a plan of action to enrich education or develop learning material for a school or ITI.
 - Design a questionnaire for field work to record the responses during interaction with eminent personalities at the chosen institute on status and requirement of learning materials.
 - Design a feedback form for fieldwork, for taking feedback from the teachers and students on effectiveness of the developed learning material.
 - *Knowledge Acquisition:*
 - Assess existing curricula of the chosen school or ITI and resources to identify knowledge gaps or areas where learners struggle.
- **Fieldwork:**
 - **Meet Eminent Personalities:** Interact with any 2 of the people involved in the management or senior teachers at the chosen school or ITI to gather information on required learning materials for the institute.
 - Take geo-tagged photographs of the meetings for inclusion in the report.
 - Decide the format of the learning materials (eg: textbooks, video tutorials, interactive digital content, hands-on activity kits etc.)
 - With the help of identified volunteers and collaboration with educators and industry experts, create/develop the material required.
 - Test the material in a real classroom setting
 - Gather detailed feedback from students, teachers, and subject experts on the effectiveness of the learning material. Make necessary changes, if required.

- Complete the final versions of the content, incorporating the revisions and feedback.
- Handover the materials to the institute
- **Relevance to society:** During fieldwork, you are expected to focus on “How is your work relevant to the society?”
- **Presentation:**
 - Prepare an effective ppt on the entire development process from content creation of learning materials, implementation, modification and final submission to the institute and present the same at the nodal centre
- **Report Writing:**
 - Write a well-documented report, in a prescribed format, documenting the entire development process, from content creation to implementation and results. Include sections on methodology, learning gaps addressed, content creation, pilot testing, feedback, revisions, and final impact.
 - Submit one soft & hard copy of the report each to the faculty counsellor and to the nodal centre.