

30-Day Field Internship TASK SHEET for Samaj Prabodhaks

(To be supervised and monitored by the PIA – Project Implementing Agency)

[Task Areas, Tasks, Operating Principles, and the Role of PIA for each such task]

Week 1 (Days 1–7): Community Entry & Mapping

| Tasks for Prabodhaks | Prabodhaks' Operating Principles | PIA Responsibilities (Next to Each Activity) |
|--|--|--|
| 1. Introduce self to local leaders, elders, SHGs, youth groups | <ul style="list-style-type: none"> • Visit village head first with letter of introduction • Conduct door-to-door informal introductions • Attend community gatherings or events | <ul style="list-style-type: none"> • Facilitate formal introduction by issuing letters from the organization/department • Help schedule meetings with key stakeholders |
| 2. Map cultural landmarks, important households (healers, artisans) | <ul style="list-style-type: none"> • Walk through the village with a local guide/youth • Note locations using simple sketch or GPS on phone • Ask about traditional knowledge holders | <ul style="list-style-type: none"> • Provide access to existing maps or local data • Coordinate with PRI/ward members for accurate identification |
| 3. Prepare village profile: history, demography, occupation, festivals | <ul style="list-style-type: none"> • Conduct informal interviews with elders and SHGs • Refer to old records and school registers • Cross-verify with youth and teachers | <ul style="list-style-type: none"> • Share relevant records from census, panchayat & district databases • Verify data accuracy |
| 4. Build rapport through informal dialogues | <ul style="list-style-type: none"> • Sit at common village spaces (chowk, tea shops) • Participate in local events or festivals • Share simple stories or listen to theirs | <ul style="list-style-type: none"> • Guide Prabodhaks on cultural sensitivities and key community norms; • Assist in identifying local influencers for better engagement |

Week 2 (Days 8–14): Baseline & Need Assessment

| Tasks for Prabodhaks | Prabodhaks' Operating Principles | PIA Responsibilities (Next to Each Activity) |
|---|---|---|
| 1. Conduct household surveys for socio-economic and education status | <ul style="list-style-type: none"> • Use structured formats or digital tools • Engage village youth for data collection • Ensure privacy and sensitivity during interviews | <ul style="list-style-type: none"> • Provide survey formats/templates • Grant access to baseline data or previous records • Coordinate with local leaders for smooth data collection |
| 2. Hold focused group discussions (FGDs) with SHGs, farmers, youth, elderly, etc. | <ul style="list-style-type: none"> • Identify locations and time suitable for groups • Use participatory tools (charts, seeds, drawings) • Document discussions and opinions | <ul style="list-style-type: none"> • Mobilize groups with SHG federations, health workers, etc. • Ensure thematic experts are looped in if needed |

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| 3. Identify key challenges in education, health, livelihoods etc. | <ul style="list-style-type: none"> • Use FGD inputs, KIIs & transect walks • Rank challenges using local tools (like stone ranking) | <ul style="list-style-type: none"> • Facilitate triangulation of community inputs with Govt. data • Support thematic mapping with line departments |
| 4. Prioritize community needs based on feedback/observation | <ul style="list-style-type: none"> • Organize a community meeting for validation • Display needs visually (charts or wall posters) • Use voting or consensus method for ranking | <ul style="list-style-type: none"> • Help verify prioritization with local plans (e.g., GPDP) • Recommend integration with existing flagship schemes |

Week 3 (Days 15–21): Action Plan & Early Mobilization

| Tasks for Prabodhaks | Prabodhaks' Operating Principles | PIA Responsibilities (Next to Each Activity) |
|---|---|---|
| 1. Organize a village-level planning meeting to share findings and brainstorm on priorities | <ul style="list-style-type: none"> • Prepare charts, infographics from survey data • Involve elders, youth, SHGs, teachers • Note suggestions and areas of consensus | <ul style="list-style-type: none"> • Send official invitations through PRI • Involve line department representatives if needed |
| 2. Prepare a micro-action plan based on community inputs | <ul style="list-style-type: none"> • Create a simple plan showing “Who will do what, when, and how” • Use local language charts/posters • Include resource needs and timelines | <ul style="list-style-type: none"> • Review and suggest alignment with government schemes • Share planning templates or samples |
| 3. Mobilize local volunteers and groups for implementation support | <ul style="list-style-type: none"> • Reach out to SHG women, youth clubs, ASHAs, teachers • Organize orientation meets • Create WhatsApp groups or contact lists | <ul style="list-style-type: none"> • Issue identification letters or badges for volunteers • Facilitate linkages with institutions and training centres |
| 4. Start preparatory activities (e.g., cleaning spaces, listing eligible students, mapping resources) | <ul style="list-style-type: none"> • Conduct physical verification and resource mapping • Work with youth and SHG women to clean, list, or register eligible persons | <ul style="list-style-type: none"> • Ensure official permissions for using community/public spaces • Coordinate material/logistic support from relevant departments |

Week 4 (Days 22–28): Community Awareness & Training

| Tasks for Prabodhaks | Prabodhaks' Operating Principles | Tasks for Prabodhaks |
|---|--|--|
| 1. Conduct awareness sessions on rights, entitlements, education, health, cleanliness, etc. | <ul style="list-style-type: none"> • Use storytelling, songs, posters, street plays • Involve school children and local leaders • Use IEC from govt. schemes where possible | <ul style="list-style-type: none"> • Provide IEC materials and permissions for use • Invite govt. officials or frontline workers as speakers |

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| 2. Train youth and volunteers for community action | <ul style="list-style-type: none"> • Organize short workshops with participatory methods • Use role-play, scenario-based learning • Provide simple handbooks or guides | <ul style="list-style-type: none"> • Identify trainers/resource persons from local institutions • Fund training materials/logistics if applicable |
| 3. Organize thematic campaigns (e.g., health day, school enrollment day) | <ul style="list-style-type: none"> • Plan calendar of events • Involve schools, Anganwadis, SHGs • Use flex banners, slogans, processions, community challenges | <ul style="list-style-type: none"> • Approve and publicize campaign dates • Arrange joint participation of line departments (health, education, ICDS, etc.) |
| 4. Promote inclusive participation of women, PwDs, SC/ST communities | <ul style="list-style-type: none"> • Ensure venue, content, and timing are accessible • Encourage SHG members and caretakers to bring PwDs • Use diverse mediums (audio, tactile if needed) | |

SPECIFIC OBJECTIVES AND OUTCOME OF SAMAJ PRABODHAK SHIBIR

Expected Outcome:

1. Clarity in understanding of cultural heritage, customs, traditions, and lifestyle of tribal communities in India
2. Appreciating the value of Indigenous Knowledge, Tradition and faith system, become aware of the potential threats to IKS and understanding the need for preservation and dissemination of the rich and valuable traditions
3. Understanding the importance of documenting traditional practices among tribal communities
4. Skills to build rapport, establish trust, and communicate respectfully with community members to facilitate the documentation process
5. Develop skills to conduct interviews with Janajati elders / Traditional knowledge holders and community members
6. Know the techniques for recording oral narratives, Capturing rituals, ceremonies, and cultural arti-facts by photography and videography.
7. Ability to collect basic data and make baseline survey
8. Develop proper skill and ability to organise community-based workshops, focus group discussions
9. Basic computer skills in Words & Excel
10. Organizing, managing & sharing documentation data

Long Term Objectives:

1. To preserve and enrich the rich traditions, cultures, arts, crafts, indigenous knowlege etc of the Janajati Communities
2. To bring to the knowledge of the external world the richness of various cultures and traditions of Janajati communities which will help in enhancing the bondage, social harmony and the livelihood of local people and will reduce their migration to urban areas
3. To undertake continuous in-depth research on the same
4. To undertake all these activities/studies purely at the grass root level involving the local community people and not being biased by established studies so that there will be a continuity in transmission of knowledge to the younger generations

5. The Samaj Prabodhaks would become Brand Ambassadors of Kendra to undertake other activities like expansion of Anandalayas, Financial/Digital Literacy Awareness, various other awareness campaigns like Health, Hygiene, nutrition etc.

Short term objectives (aligned to long term objectives):

1. **Developing Trained Human Resources** – To train the local youths on the following areas:
 - a. To develop their inquisitiveness to know more and more about their cultures and traditions and to realise the richness of the same
 - b. To make them realise that they have an important role to preserve their community cultures and traditions – high degree of motivation is needed
 - c. To motivate them to undertake such exercise with passion and zeal
 - d. To develop their communication and questioning skills
 - e. To develop their soft skills, especially humility, respect to elders, patience, persuasive skills, persistence, dedication and devotion, control over anger and irritation etc.
 - f. To train them how to document the responses through structured and unstructured questionnaires
 - g. To develop their basic computer knowledge
 - h. To develop their Financial Literacy and Digital Literacy Skills
 - i. To broaden their knowledge on environmental protection, preservation of ecosystem, health and hygiene, nutrition etc.
2. **Establishing Survey Methodology:**
 - a. Listing of authentic information on the community needs to be done by collecting data from various sources, especially from govt. sources, listing of reputed community personalities, community cultures and traditions etc. To begin with, the youths should be made aware of these facts/aspects.
 - b. Identification and listing of community personalities, having rich skills in different aspects of cultures and traditions
 - c. Questioning them through a structured questionnaire to get their response and capturing their response either in writing or through recording (audio or video), which should be converted into writing at the earliest.
 - d. Unstructured questions can be put as a follow-up to the response to the structured questions, where the response requires further clarity. The youth needs to be trained accordingly. Unstructured questions and response should be captured in writing on the spot or captured through audio/video and converted to writing at the earliest.
 - e. A set of Structured questionnaires need to be prepared, one each for separate culture and separate tradition.
 - f. Group Discussions, village meets, workshops etc to be arranged
 - g. Capturing of audio and video conversions, photographs and indexing the same
 - h. Date-wise, culture/tradition wise indexing of responses
 - i. Scanning of responses and emailing the same
 - j. Preservation of hard copies and digital scanned copies
 - k. Periodical and regular scrutiny of outputs by a dedicated team at AICYAM and placing requirements for additional information in a structured manner. The surveying youth needs to obtain such additional information at the earliest and send the same.

3. Conducting Activities at VK-AICYAM:

- a. Identification of a group of willing members who would be working on the survey findings
- b. Periodical visit of these members to villages to validate the findings on a sample basis
- c. Analysis of Outcome of the survey at AICYAM by this dedicated group of members
- d. To write Articles and over a period of time, to publish Research Papers
- e. To arrange for workshops and seminars based on the findings of survey
- f. To arrange for preservation, indexing of documents, both physical and digital
- g. A dedicated email address to be created for the Samaj Prabodhaks to send the scanned copies at regular intervals

VISIBLE LEARNING AND ADOPTION ACROSS THE THREE PHASES

| Learning Objective | Phase 1 (10 Days Residential) | Phase 2 (30 Days Field Internship) | Phase 3 (5 Days Residential) |
|---|--|---|---|
| 1. Clarity on Cultural Heritage, Customs, Traditions, Lifestyle | Sessions on Janajati traditions, oral histories, lifestyle, belief systems | Field immersion: direct experience of traditions, rituals, lifestyles | Reflection workshops: sharing field experiences, reinforcing cultural understanding |
| 2. Appreciating IKS, Understanding Threats, Preservation Need | Orientation on IKS concepts, significance and threats | Interactions with elders, healers; documentation of vulnerable traditions | Peer discussions: identify endangered practices, plan preservation actions |
| 3. Importance of Documenting Traditional Practices | Theoretical inputs: why and how to document | Hands-on documentation: rituals, songs, crafts, oral traditions | Preparing structured documentation reports, reviewing documentation outputs |
| 4. Rapport Building and Respectful Communication | Training on interpersonal skills, cultural sensitivity | Field practice: establish rapport with mothers, elders, youth | Feedback sessions: share experiences, improve techniques |
| 5. Interviewing Elders and Knowledge Holders | Mock interviews and question designing sessions | Conduct real interviews with identified community knowledge holders | Analyze interview content, improve framing and probing skills |
| 6. Recording Techniques: Narratives, Rituals, Photography, Videography | Basic skills training: audio, video, still photography | Actual recording during festivals, storytelling, ritual ceremonies | Editing, curating and presenting collected audio-visual data |
| 7. Collecting Basic Data & Baseline Survey | Introduction to data formats, survey basics | Village profiling, mapping socio-cultural and resource data | Compilation and presentation of survey findings |

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| 8. Organizing Community Workshops and FGDs | Basics of workshop facilitation and FGD methods | Conducting 3 sharing circles (mothers, elders, youth) in communities | Planning and designing mini-programs and events independently |
| 9. Basic Computer Skills (Word, Excel) | Computer literacy classes: typing, report creation, basic data entry | Preparing field reports, entering documentation data weekly | Structuring, formatting final reports, datasets |
| 10. Organizing, Managing, and Sharing Documentation Data | Training on filing, labeling, categorizing documentation | Field-level practice: maintaining field diaries, organizing files | Consolidating all field data into shareable documentation (reports, archives) |

Key Highlights of Learning Progression

- **Phase 1** builds **awareness and basic skills** ("Knowing and Preparing")
- **Phase 2** builds **application and experiential learning** ("Doing and Practicing")
- **Phase 3** builds **reflection, analysis, refinement, and independent planning** ("Understanding and Leading")

How PIA Will Monitor Learning Adoption:

- **Daily tasks and reflection sheets** after each field day
- **Weekly progress reports** and sample submissions
- **Peer Review Sessions** during Phase 3
- **Mentor/Facilitator feedback** at each stage
- **Final Evaluation Workshop** to assess competencies achieved
 - 1) Designing a simple evaluation matrix to assess how each Prabodhak has absorbed these skills across the 3 phases.
 - 2) How this will be helpful for 12 months deployment of Prabodhaks for practical action

Evaluation Matrix (Draft): We can apply at the end of the 3rd Phase (**after the 5-day reflection training**) to assess each Samaj Prabodhak:

Scoring Scale: Excellent – 5; Very Good – 4; Good – 3; Average – 2; Poor – 1

| Sl. | Skill Area | Evaluation Criteria | Scoring Scale | Observations |
|-----|--|---|---------------|--------------|
| 1 | Understanding of Cultural Heritage | Can clearly describe customs, traditions, lifestyles | | |
| 2 | Appreciation of Indigenous Knowledge Systems | Awareness of threats and importance of preservation | | |
| 3 | Documentation Skills | Ability to structure folktales, rituals, healer knowledge | | |
| 4 | Rapport Building and Communication | Can establish trust & respectful dialogue with community | | |
| 5 | Interviewing Techniques | Skill in asking relevant questions and recording answers | | |
| 6 | Photography and Videography | Skill in capturing oral narratives, rituals, ceremonies | | |

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|----|---|---|--|--|
| 7 | Data Collection and Baseline Survey | Accuracy and completeness in village profiling, mapping | | |
| 8 | Community Facilitation (Workshops, FGDs) | Organising Skill - Group discussions / Community events | | |
| 9 | Computer Skills (Word, Excel) | Proficiency in typing, data entry, report formatting | | |
| 10 | Organizing and Sharing Documentation Data | Ability to organize field records, digital files | | |

Scoring Guidance:

- **Total Possible Score** = 50
- **Performance Categories:**
 - **41–50** = Outstanding (Ready for advanced responsibilities)
 - **31–40** = Good (Ready with minor handholding)
 - **21–30** = Average (Needs supervision in early months)
 - **Below 20** = Needs Re-orientation before deployment

How This Evaluation Will Help for 12-Month Deployment

Ask Matching

- ▲ Based on strengths and gaps, PIA can assign Prabodhaks to appropriate tasks — e.g. those strong in documentation can focus more on knowledge recording and those good in community facilitation can drive community mobilization events.

Customized Field Support

- ▲ Prabodhaks scoring lower in any area can get **additional handholding, mentoring** during deployment.

Monitoring Tool

- ▲ PIA can set **Quarterly Progress Indicators** linked to this matrix for follow-up — e.g., improvement in computer skills, better facilitation quality, etc.

Targeted Capacity Building

- ▲ PIA can plan **refresher sessions** in specific skills every 6 months based on field observations linked to evaluation.

Performance Review and Incentives

- ▲ Outstanding performers can be recognized and groomed for **leadership roles** among the Prabodhaks in the second and third year of scaling up!

How PIA Can Deploy Coordinating Personnel from Communities during 12-Month Field Action

1. Identify and Engage "Community Facilitators"

- **Selection Criteria:**
 - Respected local youth, elder, or women's group leader from each community.
 - Should have basic literacy and good community relations.

- Should have some exposure to earlier activities (e.g., participated in Sharing Circles, Mapping).
- **Role of Community Facilitators:**
 - Act as **Local Guides** for Prabodhaks.
 - Help **mobilize community members** for workshops, interviews, documentation.
 - **Coordinate visits** of Prabodhaks and **link them to traditional knowledge holders**.
 - **Monitor attendance and basic field activities** of Prabodhaks weekly.
- **Honorarium/Stipend:**
 - Small local stipend (say Rs. 1,000–1,500/month) can be proposed — or simple support (like field kits, T-shirts, certificates) to recognize them.

2. Create a Field Coordination System

| Level | Person | Responsibility | Reporting |
|-----------------------------|--|--|--------------------------------|
| Community | Community Facilitator (CF) | Local logistical support, community mobilization, quick feedback | Reports to Prabodhak |
| Cluster (group of Villages) | Cluster Supervisor (can be senior Prabodhak/volunteer) | Visit 3–4 villages every month, track work | Reports to Project Facilitator |
| District/Project level | Project Coordinator + Facilitator | Plan monthly task sheets, field visits, training refreshers | Reports to PIA Management |

3. Planning Patronage at Field Level

- **Monthly Community Meetings** organized with help of Facilitators.
- **Public Appreciation Events** every quarter (3 months) — where community acknowledges the Prabodhaks' work (like Story Documentation Festival, Skills Showcase).
- **Building Local Ownership:**
 - Form a **Village Knowledge Preservation Group** (with mothers, elders, youth) to "own" process.
 - Involve community people directly as **volunteer narrators, resource persons**, etc.

This makes the documentation and knowledge preservation a **community-driven effort**, not just project-driven!

How this Matches with what Prabodhaks have Learned

- **Communication & Rapport** skills: They now have local facilitators and groups to engage.
- **Documentation Skills:** They have constant subjects (elders, healers, artisans) to work with.
- **Event Management:** Small village-level festivals and workshops will be real-time practice.
- **Leadership Growth:** Prabodhaks become visible local champions when communities rally behind them.
- **Digital and Reporting Skills:** Regular updates and photos through mobile apps/WhatsApp groups with Cluster Supervisor and Facilitators.

What ultimately this will Look Like...

- ▲ *Prabodhaks as Field Leaders*
- ▲ *Community Facilitators as First-Line Support*
- ▲ *Cluster Supervisors as Monitor*
- ▲ *PIA as Strategic Enabler and Quality Controller*

Terms of Reference (ToR)

Community Facilitator (CF)

Position: Community Facilitator

Location: Assigned village/community (one per community)

Duration: 12 months

Engagement: Part-time, voluntary with honorarium/support

Reporting to: Assigned Prabodhak and Cluster Supervisor

Key Responsibilities:

- Mobilize community members for Prabodhaks' field activities (story circles, documentation, workshops).
- Introduce Prabodhaks to local elders, healers, artisans for Indigenous Knowledge documentation.
- Ensure community participation in organized activities.
- Maintain attendance sheets, brief reports of village activities.
- Alert Prabodhaks and Cluster Supervisor about challenges or major events.
- Promote awareness of the project among villagers.
- Assist in organizing quarterly Community Sharing Events or Exhibitions.
- Foster a spirit of community pride in cultural heritage.

Desired Profile:

- Belongs to the local Janajati community.
- Respected and trusted by community members.
- Willing to volunteer time; basic literacy preferred.
- Energetic, dependable, and supportive attitude.

Support Offered:

- Monthly honorarium (as decided by PIA).
- Recognition in public events.
- Opportunity to participate in special project training/meetings.

Terms of Reference (ToR)

Cluster Supervisor

Position: Cluster Supervisor (Senior Field Volunteer / Staff)

Location: Supervising 3–5 communities within nearby radius

Duration: 12 months

Engagement: Part-time or full-time depending on structure

Reporting to: Project Coordinator/Field Facilitator

Key Responsibilities:

- Conduct scheduled field visits (minimum twice a month) to assigned villages.
- Monitor Prabodhaks' progress against monthly action plans.
- Facilitate meetings between Prabodhaks and Community Facilitators.
- Collect and consolidate simple field reports, attendance, photos.
- Identify needs for on-field handholding, capacity-building.
- Organize cluster-level review meetings for Prabodhaks.
- Escalate unresolved challenges to Project Coordinator and Field Facilitator.

Desired Profile:

- Former Prabodhak (top performer) or local youth with field experience.
- Strong understanding of community dynamics and Indigenous Knowledge.
- Good communication, documentation, and basic computer skills.
- High commitment to community development principles.

Support Offered:

- Monthly stipend (as budget allows).
- Travel and communication allowance.
- Participation in quarterly project review and training meetings.

How They Both Fit into Your Field Deployment Strategy

| Level | Role | Focus | Output |
|-----------|---------------------------------|---|---------------------------|
| Community | Community Facilitator | Day-to-day local mobilization and support | Participation, Continuity |
| Cluster | Cluster Supervisor | Field visit, monitoring, small mentoring sessions | Field Quality, Reporting |
| Project | Project Coordinator/Facilitator | Planning, supervision, problem-solving | Overall Project Success |