

Central Board of Secondary Education

Preet Vihar, Delhi - 110092

My SEWA Promise

**Social Empowerment Through Work Education
And Action**

1.1 RATIONALE

- 1.1.1 Health and Physical Education is concerned with total health of the learner and the community. Besides physical health, it includes mental and emotional health of the learners. Health is often a state of physical, mental, emotional, social and spiritual well-being and not merely the absence of disease or infirmity.
- 1.1.4 Therefore, provision has to be made much more systematically than before, in the school curriculum for Health and Physical Education imbued with Life Skills
- 1.1.9 While at the Senior Secondary level, through the integrated PE approach, students will acquire the knowledge, skills, right attitudes and values towards the pursuit of a lifelong physically active and healthy lifestyle.

1.2 OVERALL OBJECTIVES:

- 1.2.1 To develop awareness regarding the importance of physical fitness in individual and social life including Life Skills.
- 1.2.6 To enable an individual to enhance inner qualities - self-mastery, discipline, courage, confidence and efficiency.*
- 1.2.7 To enable an individual to display a sense of responsibility, patriotism, self-sacrifice and service to the community *
- 1.2.11 To help children grow as responsible citizens by inculcating in them certain social and moral values through games, sports, Red Cross, Scouts and Guides etc. *
- 1.2.13 To address the physical, psycho-social needs of CWSN (Children with Special Needs) in an integrated fashion. *
- 1.2.14 To seek in instilling self-worth thus helping students to become confident, assertive, emotionally stable, independent and self-controlled. *
- 1.2.15 To help release of emotional stress, anxiety and tension, leading to a reduced risk of depression. *
- 1.2.16 To help strengthen peer relationships, social bonding, buddy mentorship and team camaraderie. *
- 1.2.17 To develop more positive attitude towards challenges, winning and losing, thus preparing students for life and for the workplace.*

STRAND 3: SEWA (Social Empowerment through Work Education and Action)

5.1 Introduction

Several years ago, the noted educationist *Paulo Freire* pointed out that there is no such thing as neutral education. Any education, to be meaningful, has to fit into the context of the society in which it is given and which is relevant to the times. In the context of the multiplicity and the rapidity of the changes that are taking place, the students need to know and understand the contexts in which they are living today and the demands that will be made on them, in the immediate future, to fit into the changing patterns of society.

SEWA aims to develop a whole person in their intellectual, personal, social, emotional and social growth. Learners engaged in this program are expected to be life-long learners and through experiential learning develop as active citizens and caring and compassionate humans. The experiential and constructive modes of learning emphasize the immediate personal experience of the learner and view learning as a process.

SEWA takes learning beyond the walls of the classroom and sometimes even beyond the boundaries of the school, building bridges with the authentic and real world in meaningful and positive ways. The following maybe noted with regard to SEWA:

- SEWA is an integral component of HPE.
- This aspect aims to focus on the mental/emotional and social health of the child
- All students of classes IX to XII will participate in SEWA programme.

5.2 Objective:

There is an urgent need to foster strong mental and social health amongst today's children so that they can connect with their peers, their elders, the community, the environment, etc. The main objective of the SEWA projects is to direct children's mind in constructive activities with positive outcomes through the facilitation of creative and critical thinking. This would help them to develop self-confidence and self-esteem.

Another objective of this programme is to underline the significance of the interdependence of all human beings and our dependence on the environment in this shrinking global village. Students must acknowledge that they have a responsibility towards the less privileged, the disadvantaged, the CWSN (Divyang), the society, and the environment. The principle of giving to society has to become second nature to them.

5.3 The SEWA Philosophy

SEWA is all about social or community service; it can include environmental, civic responsibilities or democracy or health and fitness related projects, international and other projects too, as long as the project is able to connect the child to his surroundings or to a cause, and is able to generate a sense of responsibility towards it (even if it is towards health and fitness of the class itself). The Social Empowerment component to a large extent inspires SEWA philosophy, which in the Indian environment refers to the concept of service to the community.

5.7 Guidelines for Students

Students are expected to:

- Improve/impact the community/ environment/ health and fitness of the students and choose the focus area for the project.
- Brainstorm and **create mind-maps** on the chosen area
- **Identify the causes they want to support and choose one/or more ways of carrying it forward.**
- Outline the **objectives of the projects** they have chosen and **present plans for the implementation** as well as **ways of measuring the success** of the project.
- **Assign roles** to each member of the class community by consensus. **Ensure each and every child is included.**
- Learn to **research** on the chosen area of SEWA
- Seek guidance from the teacher when they need it.
- Learn how to plan, implement, review and take responsibility for their decisions.
- **Examine the effect of their intervention** and support for the causes they have chosen and present them to the rest of the class/school.
- **Capture the hours** spent as well as **documents as evidence** wherever required in the student Portfolio/dossier
- **Each student will submit an individual spiral bound booklet of the work s/he has done during the hours of service.**
- The Booklet submitted will consist of not more than 12 pages. (*Max.-15pages*)
- Students will either work **alone or in groups of 2, 3, 4, 5, 6 or maximum 10** individuals.
- Students shall wear the school uniform during all field visits.
- **No project work shall be publicized through the print, electronic or social media in any manner whatsoever without written permission of the Principal.**
- Share the impact of the SEWA work undertaken as **Power Point with the school community** and as part of a **special exhibition at the end of the year**, clearly highlighting the role of each student in the class.

5.9 Activities complying with SEWA Criteria

SEWA activities require involvement and interaction. When students assume a passive role and no contributory service is performed, it cannot be defined as a SEWA activity/project.

Activities which do NOT fall under SEWA:

- An activity through which a student attains financial or some other type of benefit (unless this benefit is passed on in full to a worthy cause).
- Getting involved in effortless, monotonous, and repetitive work – like returning library books to the shelves.
- Work experience that only benefits an individual student.
- Activities that cause division among different groups in the community.
- Activities with a bias to any religion or cultural sector which may hurt the sentiment of any other person in any form.
- Regular recreational or community activities of a temporary nature - like a visit to a museum, the theatre, concert, or sports event unless it clearly inspires work in a related activity in which a student is already engaged.
- Any unsupervised or recorded activity where there is no guide or responsible adult onsite to evaluate and confirm student performance and evaluate accordingly.

5.11 Procedures

1. Fill out a **My SEWA Promise form**.
The description of the activity needs to be in complete simple sentences and describe the SEWA activity intended to be taken up by the class.
2. Each student in consultation with the teacher and parents decide and create an hourly schedule of activities in accordance with role assigned. This form must be signed by a parent and submitted to the school's SEWA Mentor.
3. Fill out '**Reflective Musings**' at the end of every 4 hours given to the project and **keep attaching it to the SEWA dossier**.
(The time is given in hours and not in periods with the intention that if the child does any additional work outside school hours, it can be reflected here).
4. SEWA hours will be accounted for both in school as well as out of school activities, provided they are agreed upon by the mentor.
5. It is expected from a SEWA volunteer that they would be honest in recording their activities.
6. Complete your SEWA classes/periods before the last date.
7. All the forms must be completed and signed and attached with relevant evidences, together with a Self-Appraisal Form for classes IX-XII and a summary list of the SEWA projects/hours as items of SEWA dossier/scrapbook.
8. The visual evidence (photographs, videos, etc.), testimonials and certifications must be there to support the project.

FOLLOWING ARE ALL THE
COMPULSORY PAGES FOR THE
PROJECT



DELHI PUBLIC SCHOOL PATNA

MY SEWA PROMISE 2018-19

Student: _____

Class/Sec: _____ Admission No: _____

Project Topic: _____

PROJECT 'MY SEWA PROMISE'

INDEX

<u>TITLE</u>	<u>PAGE NO.</u>
1. My SEWA Promise Form	_____
2. Certificate by the School	_____
3. Acknowledgement by Organisation (Optional)	_____
4. SEWA Hourly Schedule	_____
5. SEWA Log	_____
6. Mentor's Observation	_____
7. Self Appraisal Form	_____
8. Student/s Details	_____
9. Project Report	
9.1 Project Topic	_____
9.2 Project Focus	_____
9.3 Target Point	_____
9.4 Duration	_____
9.5 Key Objectives/ Learning Outcomes	_____
9.6 Project Process	_____
9.7 Reflective Musings	_____
9.8 Tabular Reports/ Interview Questions/ Survey Forms	_____
9.9 Share and Celebrate	_____
10. Photo Journey	_____
11. Annexures (If required)	
7.1 Letter of School to Organisation	_____
7.2 Volunteer I-Cards for Parent/Guardian	_____

NAME & SIGNATURE OF MENTOR TEACHER:

MY SEWA PROMISE FORM

Dear Student,

SEWA (Social Empowerment through Work Education and Action) is a firm step to prepare you for life. It is a voluntary project experience. You have to complete the MY SEWA Promise form and obtain prior approval for the activity/project. Selection of a SEWA activity, development, implementation of the proposal and evaluation of the activity is the responsibility of each student. Signature of the parent indicates review and approval of this proposal.

STUDENT NAME: _____ CLASS/ DIV: _____

BRIEF DESCRIPTION OF THE ACTIVITY:

DURATION (DAYS & TIME): _____ ESTIMATED HOURS: _____

NAME OF MENTOR TEACHER: _____

NAME OF THE TEACHER GUIDE: _____

STUDENT SIGNATURE _____ DATE: _____

PARENT SIGNATURE _____ DATE: _____



DELHI PUBLIC SCHOOL PATNA

CERTIFICATE

MY SEWA PROMISE

2018-19

This is to certify that _____
studying in Class _____ Sec _____ has successfully completed his/her SEWA
Project for the academic session 2018-19 under the guidance of
_____ and
_____.

He/ She has dedicated the required number of hours of service as per the
guidelines.

B.Vinod
Principal
Delhi Public School Patna

School Stamp

SEWA HOURLY SCHEDULE

HOUR COUNT	DATE AND DAY	PROPOSED ACTIVITY PLAN
Hour 1		
Hour 2		
Hour 3		
Hour 4		
Hour 5		
Hour 6		
Hour 7		
Hour 8		
Hour 9		
Hour 10		

NAME & SIGNATURE OF PARENT: _____

NAME & SIGNATURE OF MENTOR TEACHER: _____

SEWA HOUR LOG

STUDENT NAME: _____

PROJECT TITLE: _____

Date	Activity	Hours	Mentor's Signature

MENTOR'S OBSERVATION

Student Name: _____ Class/ Div: _____

Attendance: _____

Participation:

Commitment: _____

Additional Comments:

The 'My SEWA Promise' Project was:

Satisfactorily Completed

Not Satisfactorily Completed

TEACHER MENTOR'S SIGNATURE

NAME

SEAL OF THE SCHOOL

My SEWA Promise

SELF APPRAISAL FORM

My Name _____

My Project Topic: _____

My Project Focus: _____

My Commitment Towards the Project/ Activity:

This Activity/ Project has been a great learning experience because

I initially felt that the project could not have achieved its outcomes because

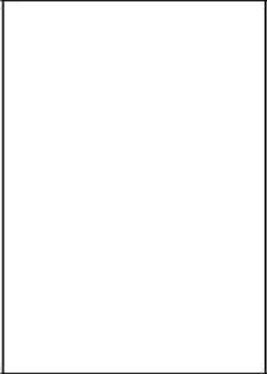
The project has definitely changed me as a person in terms of behaviour, attitude and life skills because

The details of beneficiary(ies). Any significant comment received from them; please quote

The challenges I faced and the things I might do differently next time so as to improve?

PARENT ID-CARD FORMAT

FRONT:

DELHI PUBLIC SCHOOL		
	Name: Mr. / Mrs. _____	
	Parent of: _____	
	Studying in Class: _____	Section: _____
	Admission No: _____	
<p>I take responsibility of accompanying the given group of students whenever they need to visit the Centre they have opted to serve through My SEWA Promise Project for the Academic session 2018-19.</p>		
_____	_____	_____
Parent Name	Mentor Teacher Signature	School Stamp

BACK:

<p>List of Students with Class/Section:</p>

*In case you require a permission letter for the project kindly complete this format and email it to info@dpspune.com
Give the school one day prior notice at least before you come to collect the letter, which will require to be printed on
the school letterhead.*

The email content is as follows:

Dear Principal Madam

I humbly request you to please provide my team a Letter Of Consent so that we may volunteer at
_____. The letter with all the details of our group is attached with this email for your perusal.

Thanking you sincerely for the letter.

Your Student

TO WHOM IT MAY CONCERN

Address

Dear Sir/Madam

Subject: Permission to volunteer at your organization for the School Volunteer Project.

The students of Class IX-XII are required to participate in a **Student Leadership & Life Skills Programme** project titled: **Project My SEWA Promise** for the academic session 2018-19. This project was initiated in 2011 and has been a part of our school's ethos since 2011.

We intend to encourage our students to promote and improve human quality of life. We hope they eventually comprehend that volunteerism is the best way to gather experience and knowledge as well as develop multiple skills. Needless to say it makes a high positive impact on one's personality and academic area.

Our students have selected your esteemed establishment for their project work.

The Group Members are:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Your support will indeed help the students broaden their horizons and prepare a project of high standards. We hope you encourage our students to realise that "the true volunteer practices the ethic of kindness and benevolence and extends it to all human beings."

I request you to please allow my students to visit your establishment in order to be able to submit a good and worthwhile project.

Thanking You
Warm Regards

Principal
Delhi Public School Pune

FOLLOWING ARE A FEW SAMPLES OF PROJECTS THAT THE CBSE HAS PROVIDED FOR REFERENCE PURPOSE ONLY:

5.18 Exemplar Projects under Social Empowerment sub-strand of SEWA
(These may be taken up in age-appropriate ways across IX - XII)

The projects given here are only exemplar projects and are illustrative/ suggestive in nature. These are given so that the child/class may be able to understand the topic/ activity. This will help the child/class to plan the activity / project accordingly. The child/class may take/ choose any other project/ activity which has a positive impact on the environment, community, society, the disadvantaged, etc.

Project-1: 'Swachha Vidyalaya Swachha Bharat'

Project-2: "Dignity of Labour"

Project-3: "Empathy"

Project-4: Care for Homeless Children

Project-5: Being Safe and Responsible

Project-6: Environment Conscious Citizens as Part of Eco Clubs

Project-7: Reduce, Recycle, Reuse (most important 3R's) and Now Respect

**The projects should all be Hand Written. Except for tabular documentation.*

THE DEADLINE FOR SUBMISSION OF THE PROJECTS IS:

FRIDAY, 7 DECEMBER, 2018

Project - 2: "Dignity of Labour"

Project Focus – Empathy and Compassion

Target Point- As individuals we should encourage students to respect all jobs and understand the value and dignity of work. Sweepers, shoe makers, laborers and launderers contribute to comfortable living.

We should respect people for their perseverance, hard work and effort. If we have to accord dignity to labour, social services must be commended and community has to be sensitive to individuals and learn to understand and respect them.

Key Objectives:

Learner will:

understand the value of toil.

understand the importance of different occupations in our social system – such as, ice-cream lorry, balloon man, chai stall, kite seller, bangle seller, knife sharpener, food lorry, etc.

learn to respect people from different vocations of life. *

understand and value of Human Rights.

be empathetic and compassionate. *

respect people despite nature of work involved in their vocations. *

instill love for labour. *

* values integrated across SEWA

Role of mentor teacher / Peer Mentor:

Initiate and brainstorm a collaborative project.

Deducing inferences from comparative study of life situations.

Discussing consequences of disliking a type of work and attitudinal problems related to it.

Suggest remedies.

Instill respect for all types of work.

Be able to support discussions with anecdotes and examples from the life of great people (M.K. Gandhi, Abraham Lincoln, Martin Luther King, Lal Bahadur Shastri), who believed in dignity of labour and practised it as well.

Project Process:

Divide students in groups of around ten.

Organise brainstorming sessions with the students.

Collect quotations and quips.

Collect Newspaper cuttings indicating both - respect for Human Rights and violation of Human Rights.

Share stories and anecdotes highlighting the theme.

Prepare an action plan and roadmap to achieve it.

Analyze the action plan.

Collect views of elders/parents/other adults.

Organise outing in specific area to identify and correlate the project.

Suggestive Activities:

One group could contribute to community work by regularizing and facilitating the job of people from different walks of life in their respective areas/ apartment complexes by making them aware of hygiene, etc.

Collect funds in cash / kind to recognize and reward the contribution of helpers on special occasions like New Year / Labour Day. Keep proper records of this collection.

Organise a discussion in class where people were victimised due to their profession and how Human Rights were violated in such situations.

Celebrate World Human Rights Day (10th December) and Labour Day (1st May).

Address the issue through creative arts, perform street plays, interviews of the school helpers (getting to know them better).

Understand the importance of knowing how to work with the hand.

Reflective Musings:

Discussion sessions will be organized to have a better understanding of Human Rights.

Students can discuss about the importance of different vocations in a social structure.

- Why must a human being be seen and treated beyond his/her occupation.
- Basic courtesies that should be extended to one and all.
- How do they need to change their attitude and behaviour to be more humane compassionate and empathetic.
- What are the social or mental problems that arise from lack of respect for labour in different categories?
- How can we appreciate the contribution of helpers?
- Develop a code of personal behaviour consistent with the social and physical aspects.
- In a Journal explore the life skills you have developed in the process.

Elucidate the ideas you have gathered from your preparation on the value of 'Dignity of Labour'.

"It is dignity for a man to labor in his vocation."

Interview Questionnaires

Understand the problems of ten different community helpers.
Share experiences in class discussion and dissect problems and threats.

S. No.	Name and address	Occupational problems and threats	Assistance required	Suggestions

Activity reports (to be updated by students):

Date	Name and address	Activity	Outcome/s	Change in attitude

Assessment

Rubric may be developed in consultation with teachers

- This aspect aims to focus on the mental/emotional and social health of the child
- All students of classes IX to XII will participate in SEWA project.
- It focus on the mental/emotional and social health of the child
-