COURSE MANUAL

Community Service Learning (CSL)

Course Instructors: Sambuddha Chaudhuri

Spring 2026

Part I: Course and Instructor Information

Course Information

Course Duration: 1 semester (15 weeks)

Credit Hours: 60

Meetings: 2 per week

Prerequisites: None

Instructor: Sambuddha Chaudhuri

Email: sambuddha.chaudhuri@jgu.edu.in

Part – II Course Description

The Community Service Learning (CSL) is a practice-based course offered by the Jindal School of Public Health and Human Development. It aims to immerse students in real-world public health challenges through collaborative projects with societal partner organizations. Emphasizing reciprocity, the CSL course enables students to contribute to and learn from the communities they engage with.

The course unfolds in three key modules: Guided Intervision (peer-led reflection), Field Action, and Debrief and Reflection. Students will explore participatory and transdisciplinary approaches to fieldwork, ethical engagement with communities, and professional communication. A core feature is the "Meet and Match" event, connecting students with community organizations to co-develop projects. Students are expected to spend at least three full working Saturdays in the field, supplemented by remote or short field visits.

The course culminates in the submission of a CSL Portfolio, combining documentation, critical reflection, and evaluation of their project contributions.

Learning Outcome	Teaching / Learning Activities	Assessment / Deliverables
Understand participatory, ethical and transdisciplinary approaches to community engagement	Guided InterVision, workshops, readings	Class participation, reflection logs
Develop professional communication and collaboration skills	InterVision	Reflection logs, feedback
Apply public health knowledge to real-world community settings	Field visits	CSL Project Implementation
Reflect critically on the process and ethics of community engagement	Group reflections, peer feedback	CSL Portfolio Daily Diary
Contribute meaningfully to addressing local health-related challenges	Fieldwork with societal partner	Supervisor and faculty evaluations

Part III: Session Plan

Week	Theme	Activity	Details

1	Introduction to CSL & Setting Learning Goals	Interactive Lecture	Overview, student expectations, safe space pledge
2	Praxis & Ethics in Community Work	Interactive Lecture	Prereading on Participatory methods (PRA), Transdisciplinary Research
3	Power Dynamics in Community Engagement	Interactive Lecture	Includes prereading on power dynamics, epistemicide, human dignity etc
4	Understanding public health as a persistent and wicked problems	Interactive Lecture	Includes prereading on complexity,
5	Professional communication & stakeholder mapping	Guided Intervision	Pre-reading, Presentation and Discussion
6	Project Planning	Guided Intervision	Project goals, roles, timelines, and approvals
7	Meet and Match Event	Meet and Match Event	Interaction with societal partners to finalize projects
8	Field Action I	Field Visit	Full working Saturdays
9	Field Action II	Field Visit	
10	Mid-Term Review	Presentation	Peer reflection and feedback
11	Field Action III	Field Visit	Full working Saturday
12	Reflection and Synthesis	Guided Intervision	Group discussions and guided reflection
13	CSL Portfolio Submission	Guided Intervision	Addressing comments and finalizing the portfolio
14	Final Presentation		Final presentations and celebrations
15	Assessment		

Tentative Reading list:

1. Freire, P. (2020). Pedagogy of the oppressed. In *Toward a sociology of education* (pp. 374-386). Routledge.

2. Farmer, P. (2004). Pathologies of power: Health, human rights, and the new war on the poor (Vol. 4). Univ of California Press.

3. Golob, M. I., & Giles, A. R. (2016). Challenging and transforming power relations within community-based participatory research: The promise of a Foucauldian analysis. In Community based research in sport, exercise and health science (pp. 70-86). Routledge.

5. Dutta, U., Azad, A. K., & Hussain, S. M. (2022). Counterstorytelling as epistemic justice: Decolonial community-based praxis from the global south. American journal of community psychology, 69(1-2), 59-70.

6. Azad, A. K., & Essink, D. R. (2024). An Introduction to Global Health. In Global Health and Human Rights (pp. 27-44). Routledge.

Part IV: Assessment Composition

Component	Weightage
Internal	70%
External	30%
Total	**100%**

Part V: Class Policies

Academic Integrity and Plagiarism

Learning and knowledge production of any kind is a collaborative process. Collaboration demands an ethical responsibility to acknowledge who we have learnt from, what we have learned, and how reading and learning from others have helped us shape our own ideas. Even our own ideas demand an acknowledgement of the sources and processes through which those ideas have emerged. Thus, all ideas must be supported by citations. All ideas borrowed from articles, books, journals, magazines, case laws, statutes, photographs, films, paintings, etc., in print or online, must be credited with the original source. If the source or inspiration of your idea is a friend, a casual chat, something that you overheard, or heard being discussed at a conference or

in class, even they must be duly credited. If you paraphrase or directly quote from a web source in the examination, presentation or essays, the source must be acknowledged.

*Other readings and resources to be engaged with will be added during the semester in response to the learning needs of the students.

The University has a framework to deal with cases of plagiarism. All forms of plagiarism, including use of AI, will be taken seriously by the University and prescribed sanctions will be imposed on those who commit plagiarism.

Disability Support and Sexual Harassment Requirements

JGU endeavors to make all its courses accessible to students. All students with any known disability needing academic accommodation are required to register with the Disability Support Committee dsc@jgu.edu.in. The Committee has so far identified conditions that could possibly hinder a student's overall well-being. These include: physical and mobility related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties e.g. dyslexia; mental health.

The Disability Support Committee maintains strict confidentiality on the matters under its purview. Students should preferably register with the Committee during the month of June/January as disability accommodation requires early planning. DSC will coordinate all disability related services such as appointment of academic mentors, arranging infrastructural facilities, and course related requirements such as special lectures, tutorials and examinations. All faculty members are requested to refer students with any of the above-mentioned conditions to the Disability Support Committee for getting them disability-related accommodation. Faculty members are also requested to be sensitive to the needs of such students and cooperate with the Disability Support Committee and the School, extending students the necessary support by maintaining utmost confidentiality of the matter.

In accordance with the Student Handbook, students should not indulge in displaying pornographic materials, obscenity or in gambling, ragging or sexual harassment, nor practice discrimination based on race, religion, caste, and place of origin. Foreign students must be shown due courtesy and treated in a dignified manner.

Safe Space Pledge

This course may discuss a range of issues and events that might result in distress for some students. Discussions in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel disturbed due to either the content of the course or the conduct of the discussions it is therefore incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibitions and fear. This responsibility lies not only with students, but also with the instructor.

Cell Phones Laptops and Similar Gadgets

There will be some in-class exercises for which laptops will be useful. Students may also need to use their devices to search for texts of official documents or scholarly publications. However, these devices must not be used for social networking or exploring matters not directly related to the subject under discussion. Cell phones must be in silent mode and texting or sending or receiving calls is strictly prohibited.

Part VI: Community Engagement Policies

Students participating in the Community Service Learning (CSL) course are expected to uphold the values of our school (JSPH) and represent our university with professionalism and integrity. In their engagement with communities and partner organizations, our students must approach their work with compassion, empathy, humility, and cultural sensitivity. CSL is based on the principle of reciprocity, where our students are not only learning from the community but also contributing to the community in addressing some of the pressing challenges. At all times, our students should not impose their own ideas and perspectives. They should remain open to the principles of co-creation.