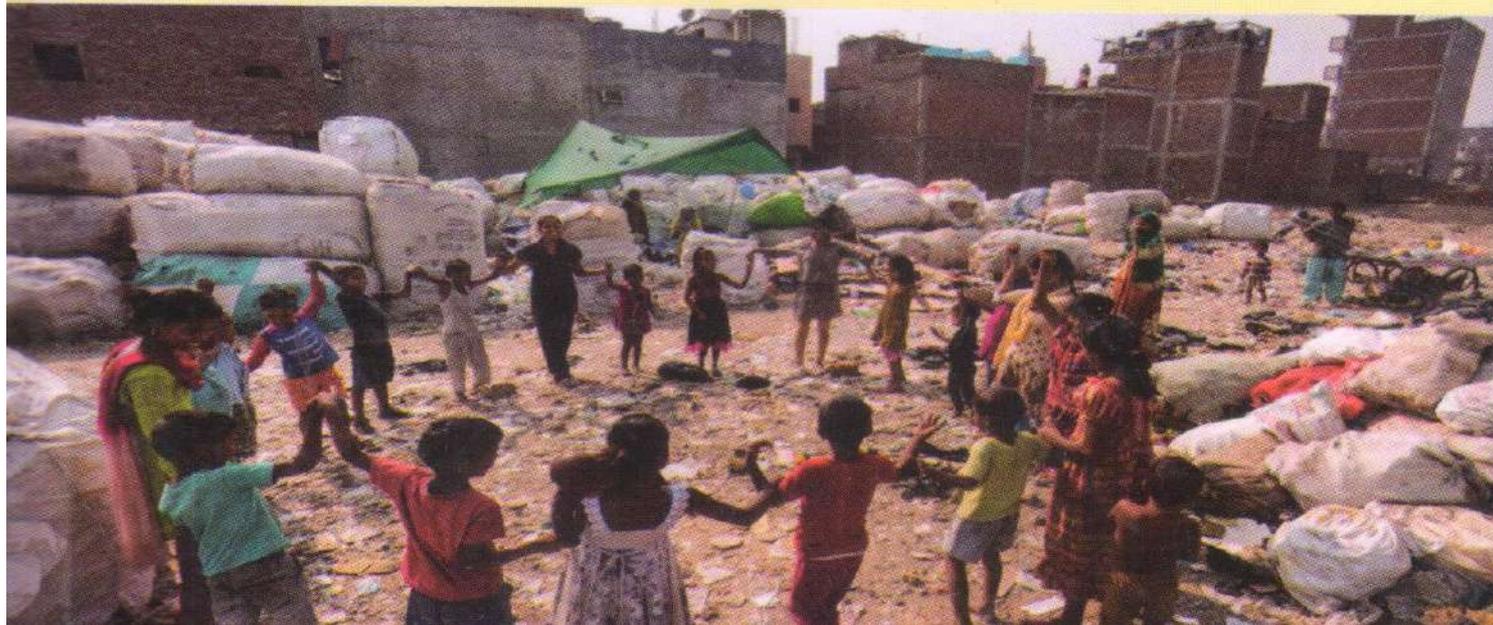




LAB TO LAND

Edited By:

**Dr. A. Louie Albert, S.J, • Dr. Bernard D' Sami,
Prof. Arokia Sagaya Melson. K.**



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FOREWORD

‘Student’ is a very relevant social identity of society. Students in higher education are members of society with great scope to play a role in the development of communities that they have access to.

The purpose of basic education is to utilize academic knowledge and skill for improving the quality of life of socio-economically deprived sections community. Development in its fundamental form is compassion of a human being for the other. While community development by institutions and organizations are effective in alleviating poverty and brining a change in the lives of marginalized and excluded, the core of development in the form of ‘hope for tomorrow’ and the feeling of self confidence about ‘being’ in the individual comes more through ‘face to face’ and ‘one to one’ interaction of care, human concern and act of kindness between individuals.

Service Learning is a form of academic curriculum that has formulated this human concern into a model with sustainability and replicability through the social identity of students in society. As part of curriculum in under and post graduation, students are given the opportunity for interaction with rural and urban communities to get an experiential learning of poverty and deprivation. This is followed by options for engagement to make a change in their life through personal involvement in projects such as tuition for school goers to prevent their drop out from school, assistance to access pension and ration cards from the Government or learn to use the right to information (RTI) provision as a collective community action

Loyola College Chennai has been a pioneer in service learning over the past 15+ years. The prototypes in service learning are today in the form of field tested models with replicability and mainstreaming

This book is a collection of experiences and sharing of thoughts on service learning. The purpose of this documentation is to enable a way forward for Service Learning with more innovations, creativity and ‘doing things differently’

We hope that this book will inspire and motivate each reader to be a trend setter for more innovations, creativity and ‘doing things differently’ through the student community

Our thanks to the authors of the papers, and members of the Service Learning Department who contributed in compiling the papers into this book

Special thanks to Dr. R. Mohanraj, Consultant and Counselor for help with editing work

We wish success to all initiatives and way forward in Service Learning

Dr. A. Louie Albert SJ,
Dr. Bernard’Dsami
Prof. Arokia Sagaya Melson.K.

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[[TO COME]]

Service Learning and Its Relevance Today

*Dr. Devakumar Jacob**

‘Never believe that few caring students can’t change the wounded society. For, indeed that’s all who ever have’- Students of Global service-learning-2017

INTRODUCTION

In India, today’s college students are part of a demographic category called ‘Net generation’, ‘Socio-Technocrats’ or the ‘Millennials’. They thrive in informal and non-traditional learning environments. Students love group study, interested in global problems, experiential learning, and improvised study environments. They are eager to do more learning outside the classroom. Helping students to understand the world, and believe they can be active contributors in making the world a better place, is a vision that passionate educators have embraced for a long time. Global issues become intense and more with the population of the planet growing rapidly. It is more important than ever to raise a new generation of compassionate, engaged change-makers. The teaching strategy and approach that fosters this kind of thinking and action is service learning (SL). As the society is engulfed with numerous challenges at the same, it is clear that those challenges are too immense to tackle alone. There is need to foster a global community of teachers, parents, students, governments, institutions and likeminded people,

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who can help to find the answers and deploy solutions. In working towards innovation and improvement in education, it is important to distinguish between visions of reform and instrumentalities for change. Though commitment to bring improvement in education appears to be great, unless one attends to the details of effecting meaningful service, one cannot make real progress.

The future of India lies in continuing economic reforms, resolution to conflicts, planning for sustainable development, ending poverty, and horizontal equality. These aren't sufficient. In the next decade, we have to have changes more at a fundamental level without which the dreams of a developed India cannot be realised. There has to be paradigm shift in the way the government functions. It could happen through SL. The world's largest democracy has to stand true to its definition but with efficiency, accountability and transparency. It is a daunting task, but this can be brought in by practicing effective service learning in all the sphere of education sector.

CONCEPTUAL CLARITY ON SERVICE-LEARNING

The notion of service learning getting its importance needs to be deliberated across the table. The core elements are still not clarified. There are misleads with other components. Service learning involves teaching and learning that connects academics, personal growth and civic responsibility with positive and meaningful action in the community. Service learning engages students to develop new skills and knowledge through integrated connections to the academic curriculum and opportunities to apply their knowledge in new and purposeful ways. It is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities at large.

Students have a responsibility to the community in which they live. Service Learning is theory to practice. It is facilitating learning through service to the community. Service learning combines community service with academic instruction, focusing on critical, reflective thinking and personal and social responsibility.

Service learning programs involve students in activities that address community-identified needs, while developing their academic skills and commitment to their community. Community Service Learning allows learners to explore what community service means to them and to those around them, and to develop their service commitment and leadership skills through reflection. It encourages opportunities for learners to become proactive members of society as they examine issues of social justice, to contribute in a range of relevant and meaningful community service activities, adopt roles and make contributions to society. It is also identified as 'experiential learning, extended learning, exponential learning, beneficial learning, connected leaning, engaged learning, critical learning, field learning, reflective and critical refection'.

Inculcating a culture of service in educational institutions starts with every student! Students support is essential to build a program with service as a 'pillar' for any proposed vision, mission and the core values of an institution. Service learning thrives when integrated as part of strategic goals and considered for the future direction and vision of an institution.

SL is defined as "[a] course-based, credit bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs, and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (Bringle & Hatcher 1995, p. 112).

"A form of experiential education where learning occurs through a cycle of action and reflection as students seek to achieve real objectives for the community and deeper understanding and skills for themselves. In the process, students link personal and social development with academic and cognitive development experience, enhancing.

Understanding leading to more effective action."-Janet S. Eyler (winner of the 2003 Thomas Ehrlich faculty award for Service Learning) and Dwight E. Giles Jr.

SL is also defined as ‘Action Learning’ as per McGill. Action learning is continuous process of learning and reflection that happens with the support of a group or set of colleagues working on real issues with intention of resolving the issue, getting done.

“Service learning combines community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility. Service learning programs involve students in activities that address community-identified needs, while developing their academic skills and commitment to their community.”
AACC-USA

The Service in Service Learning takes knowledge outside the classroom into the real world with real people and situations. “If a university is a repository for knowledge, then some of this knowledge should spill over to the neighbouring community. A university must not be an island where academics reach out to higher and higher levels of knowledge without sharing any of their findings” emphasis Muhammad Yunus in his writing on ‘Banker to the poor: Micro-lending and the battle against world poverty’.

Service learning involves practical work with civic service orientation conducted in a setting outside the university, carried out in courses and programs that are part of the informal curriculum (Forsyth, Lu, and McGirr-2000)

Service learning has grown rapidly for a variety of purposes as a means of engaging students with communities, promoting civic and social responsibility and enhancing student learning of academic content. Service learning is defined as a credit-bearing activity and is integrated into existing subject units. Students apply what they learn in the classroom to address priorities in the community in partnership with that community. Service learning, therefore, requires a partner relationship between the educational institution and community, with the intent of mutual benefit to both. Research into service learning methodology and outcomes has documented positive outcomes related to retention, learning, and development of pro-social behaviours, and identifies best practices. Professional

associations, publications, and email groups support the service learning educator.

Forms of service learning include: internships, field work, or clinical work, industry exposure and assigned research work. Service-learning is a distinct form of experiential education for two reasons. First, service learning provides a mutually beneficial experience for both the student and the institution. Second, service-learning focuses equally on both the service contributed by the students and the service learning that is fostered back in the classroom. There are many definitions of service-learning, most share core concepts that distinguish it from other forms of experiential education (Howard, 2001)

TYPES OF SERVICE LEARNING

Direct Service-Learning’ (DSL): As per the National Service-Learning Clearinghouse, DSL is person-to-person, face-to-face service rendered on hourly basis in which the student service directly impacts individuals, families and community who receive the service from the students. Examples include: tutoring poor students and destitute adults, conducting sports, games, music, dance and other areas of talent development for youth, giving inputs on violence and drug prevention, helping IDPs in alternate homes and shelters and counselling services and life reviews for persons in Hospice.

Indirect Service-Learning (ISL) varies, working on broad issues, civic amenities, environmental or community development–projects that have total developmental benefits to the community with whom the students are working. Organizing the people in the community as a group with objective of participating in the development of their community, promotion of social norms for the community such as prevention of child labour and child marriage, monitoring of enrolment and retention of children and promotion of self-help for productivity and livelihoods can be some agendas under ISL. Restoring heritage structures, restoring the eco system and preservation of art, culture of the community could be extended agenda of ISL.

Research-Based Service-Learning (RSL) is gathering and presenting information on areas of ‘interest’ and ‘needs’ involving collecting, analysing and presentation of data and information for remedial action. Examples include: writing report for specific issues and situations as part of field research, community based case notes, translating reports into local languages for use by local people, disseminating research reports with local NGOs, longitudinal studies on local water bodies, testing for quality of water, and creating brochures or videos for non-profit or government agencies.

Advocacy Service-Learning (ASL) involves educating people on topics of public interest. This would include projects to create awareness and action on some common concerns that impacts the community. Examples include: writing about instances of injustice, exploitative practices and cases of dehumanization through the media, Planning and putting on public forums on topics of interest such as a product or practice of monopoly and popularity in the community, conducting public information campaigns on topics of interest, needs or threats such as vulnerability of child protection or domestic violence, working with elected officials to re-draft legislation and systems of local governance or, reviewing the existing policies and procedures for accessing welfare schemes.

Radical Service Learning (RSL) is complex and pluralistic in nature. RSL is a basic form of political engagement through the organization of people in the community. It is an effort to identify the structural and systemic causes for a situation which are invariably class, caste, gender and ethnicity based and addresses it. This would include: power relationship in communities, proportion in sharing of resources, ownership and possession of land, water and other means of production and equity. RSL is ‘taking the side of poor and powerless for equality, justice and rights’. RSL supports the school of thought that traditional education as a system of society fostering hierarchy and inequality. Radical service learning involves critical questioning of both text and context from structural and systemic perspective. Engagement in radical learning is building an understanding of what you are studying and how it fits into context of justice, rights and equity

on the basic question, ‘whom does it serve?’. Enabling conceitization for participation and affirmative action are core approached of RSL.

RSL provides opportunities for reformulation of power, control and decision making in communities. It has the goal of characterising democracy. The process involves empowering the excluded sections of society to develop individual and collective consciousness and action for their inclusion. It helps people to realise that despite the inequalities that exist in society they have the power to change and control their lives. It encourages the discriminated and deprived sections of society to internalize that democratic collective action is the process and strategy to be used by the poor and less powerful. The process begins with perceiving the State in its anti people identity and building the power for negotiation with the structures and systems of the State

PRINCIPLES, DOCTRINES AND CORE VALUES OF SERVICE LEARNING

Cathryn Berger Kaye author of ‘Complete Guide to Service Learning’ states, ‘Simply put, service learning connects school based curriculum with the inherent caring and concern young people have for their world whether on their school campus, at a local food bank, or in a distant rain forest. The results are memorable, lifelong lessons for students and foster a stronger society for us all’

SL doctrine is a learning cycle of students learning from, and enrichment of the learning by, the perspectives of the context of their engagement, for learning. They have a social responsibility and societal accountability to the community in which they live. Meaningful service is best achieved through sustained reciprocal partnerships. Service has deeper meaning and consequences when integrated into curriculum. Such meaningful service is achieved through modes such as: ‘investigation’, ‘preparation’, ‘action’, ‘reflection’ and ‘demonstration’. Beyond all, leadership, teamwork, communication, and shared vision are fundamental feature for successful service experiences.

In addition, it inspires the students to become a global-minded, unconditionally caring, responsible, cooperative, principled optimistic and effective leaders.

Service Learning enables development of understandings, knowledge and skills through exploration of new and varied interests in the student,, thereby developing the students to become a balanced citizens with qualities as : risk takers, facilitate empowerment of vulnerable people, problem solvers, communicators and individuals with self-confidence and, self-awareness to question the system. Meaningful service learning requires several considerations from curricular integration to service opportunities outside the classroom. It would be based on keeping the central value of service learning is the classroom dynamic, where both teaching and learning is improved for the teacher and the student. The linkages and inter connectivity of these components with one another determines the scope, breadth and, ultimately, depth of learning for student participants.

Quality service learning begins with the aim of integrating SL into the curriculum. This integration provides the advantage of pedagogy and the entire teaching and learning experience having the cross cutting of SL. Academics is based on the meaning and purpose of connecting the subject of learning to the context of society around the learning. Teachers assess and measure the student performance based on this benchmarking. Service learning offers a learning framework through the five stages of: investigation, preparation, action, reflection and demonstration. Standards in SL lead to extension of learning into development of a constructive program. Successful service learning usually happens outside the college through the extensions and networks of the college. Students gain the most in SL when they commit their time and involvement in a quantitative and qualitative manner to the engagement in the community, as a planned project with stated objectives, outcomes and measurables.

STUDENT'S AND TEACHER'S COMPLEMENTS IN SERVICE LEARNING

The role of mentor and Coordinator is a significant factor in SL. The role begins with cultivating a culture of service within an institutes' environment by the group of staff in their identity as mentors and coordinators of SL. The roles in mentoring and

coordination encompasses the SL cycle beginning with the curriculum development, designing of engagement, monitoring of the project, evaluation and planning for post project sustainability. Sharing of the SL process with the larger community of students and staff in the college expands the scope of SL. This could be in the forms of, replicability, value addition and creativity and innovation in the SL process and methodology

Involving respective teachers in the development of SL program is essential for leadership, mentoring and coordination of the activity. Low or absence of involvement will have a proportionate 'pull back' effect on process and results. This could be in the form of constraints in time plan which is crucial. Consensus and motivation to follow a common time plan by all the stakeholders is a necessary precondition for implementation and performance. Faculty workshops can increase core knowledge, understanding and instigate curiosity among faculty participants. Shorter sessions such as brainstorming can lead to generation of innovative ideas, critical thinking and creativity of 'doing things differently'. For example, sharing service learning success stories is most likely to inspire other teachers for their interest and involvement in SL in their own units. Celebrating 'SL day' as an event may be a good way to promote SL as a positive and motivation engagement for staff and teachers

Students decide on their participation in SL based on their understanding on, 'what is it?' This understanding could be provided through the respective department curriculum, so that, right from the beginning, the students are able to understand the connectivity between curriculum and its value addition through SL

SL involves students working in teams. Team work promotes leadership skills among the members of a team. Teams find planned inputs on leadership skills development, useful. Leadership development helps students to manage their studentship effectively. And to utilize their academic learning and studentship experience to develop themselves into a human resource with productivity for themselves, community and nation.

Perhaps the best rationale for service learning can be seen in the United Nations Secretary- General's Global Initiative on Education. The document that explains the vision of education states: "The world faces global challenges, which require global solutions. These interconnected global challenges call for far-reaching changes in how we think and act for the dignity of fellow human beings. It is not enough for education to produce individuals who can read, write and count. Education must be transformative and bring shared values to life. It must cultivate an active care for the world and for those with whom we share it. Education must also be relevant in answering the big questions of the day. Technological solutions, political regulation or financial instruments alone cannot achieve sustainable development. It requires transforming the way people think and act. Education must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies. It must give people the understanding, skills and values they need to cooperate in resolving the interconnected challenges of the upcoming years."

RELEVANCE OF SL

SL imparts comprehensive social responsibilities in one section of society who are the student community today, by imparting knowledge and motivation for engagement in societal development with time and change. The societal structure is complex and constantly changing. The categorizations such as rich and poor or rural and urban are reclassified based on membership in the market and 'knowledge and information society'. The social order today is one of inclusion, exclusion and displacement from membership of the market and information society. This has the cross cutting of religion, language and culture diversities, resulting in, inequality, poverty, insecurity, social exclusion and impropriety as form of society.

Service-learning provides a source of service to address the above complexities in the society. Through this service, students support and supplement sections of society and organizations who are involved in and respond to the specific needs of sections of society who are

vulnerable and organizations who are making efforts to address the conditions of vulnerability. Students in return, learn as they contribute their skills and knowledge in this community engagement and make value addition to the learning of their course content. Faculty utilize this community engagement as a social laboratory for reviewing and reformulating the course content. Service-learning enhances academic learning. Service-learning translates theory into practice, statistics into real people, and ideas into action. Experiences in the community deepen the academic understanding in classrooms and provide additional knowledge for connecting the two. Structured time for critical thinking and reflection is central to the process of effective academic learning. Service-learning creates the opportunity for purposeful civic learning. Service-learning can help students define for themselves what it means to participate in and create a democratic society. More specifically, students can deepen their understanding of individual leadership, systemic change, and social responsibility in the context of a local, national, and global multicultural society.

Horizontal Inequality (HI) is inequality among culturally defined homogenous groups, in contrast to Vertical Inequality (VI) which is inequality among heterogeneous households or individuals. Educational institutions are multidimensional, encompassing political, social, economic and cultural dimensions into the learning that they provide. Academia is a structure of society playing a 'for or against' role to the State based on its concept, interpretation, approach and perspectives. The political understanding of 'State and society' is based on the three positions of 'left', 'right' and 'left off the centre'.

In India, change from the mixed economy system of pre liberalization to the market economy system of post liberalization and the subsequent change of the country into a 'knowledge and information society' has changed the class categorization of the nation. The 'State – citizen' relationship during pre liberalization is different from post liberalization. Citizen today is conditional based on membership of the individual in the market and 'knowledge and

information society'. And, eligibility based on the new forces of society such as virtualization and artificial intelligence. The experience of perpetual change and unending incompleteness of life and livelihood today is due to the virtualization of social, economic, political and cultural forces of society. Inclusion of the rich, exclusion and displacement of the poor, subjective functionality of law and judiciary, commercialization of welfare and commoditization of services and discretionary and adhocism as the form of structure and systems of society are the manifestations of the above today. Development deficit, de-humanization, religious intolerance, reduction in welfarism in critical areas such as health care, subjectivity in access to justice for the marginalized, adhocism in gender justice and absence of security and protection to children are common and normalcy of society today. SL has a very potential role in sensitising the State and citizens on the need for restoration of peace, security and assurance of life and livelihood, through the student community of India

In TISS Mumbai, the students of social work have successful stories to share from their service learning with communities. Many field action projects, initiated by the students have been supported by other organisations, for continuity and sustainability. One among them is Prayas, which is work for the legal rights and rehabilitation of persons affected by crime or commercial sexual exploitation in Maharashtra and Gujarat. Prayas has been instrumental in initiating a MoU between the Government of Maharashtra and the Tata Trusts to start a three-year Pilot Project for social work intervention in prisons across Maharashtra. Suggestions given by Prayas for care and protection of children of women prisoners were incorporated in the orders passed by the Bombay High Court in a PIL. A second successful story is 'rights of persons engaged in begging', de-criminalising the activity of begging through a field action project. Koshish works on homelessness, destitution and repealing the anti-beggary law in Maharashtra, Delhi and Bihar. Koshish has been instrumental in piloting community-based rehabilitation programme for persons in destitution and beggary in collaboration with the Government of Bihar. Koshish has conducted a social audit of all children's and

women's institutions in Bihar, at the request of the state government. The Koshish model of community-based rehabilitation of persons in beggary is being adopted by states of Delhi and Rajasthan. NGO start ups is one of the positive outcome of service learning in TISS.

CONCLUSION

The role of higher education institutions (HEIs) has historically been recognized as one of public service, with unique social responsibilities in being an institution of knowledge for societal development and sustainability. A school or college, besides its academic role of educating students and giving them the accreditation, was traditionally seen as an institution of rights, justice and social security. SL plays a critical role in creating educated and responsible citizens. With diverse and increasing manifestations of inequality, poverty, insecurity and exclusion amidst abundance and prosperity, more HEIs have been pressured to develop partnerships and co-create knowledge and be a source to serve humanity. Education was, and is, not merely a place for transference and learning. But an identity where the teachers and students, as a community engage in human and social concerns through learning methods, such as community participatory research, civic engagement activities and service-learning program, to build a better community.

Universities are called to play a role not only in shaping the future by educating tomorrow's professionals, but also in creating a research and engagement base for change in providing outreach and services to communities and nations.

The call is to recognize and respond to the exclusion and displacement vulnerability of the marginalised sections of society. This is a call of responsibility to every HEI in India.

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Out Reach Programs, Then: A Perspective

*V. Joseph Xavier SJ**

INTRODUCTION

University Outreach programs have evolved from their agricultural roots to virtually all areas of higher education, today. Outreach programs are a key connectivity of the institutions of higher education to their surrounding communities and constituents. University involvement in economic and community development can be traced back to the Morrill Act (1862), the Agricultural College Act (1890), and the Smith Lever Act (1914).

Outreach activities were based on a healthy partner relationship between the community and institution. The community provided data and information on: needs, interests and threats, best practices and areas of monopoly for growth and development, to the institution. This data and information from the community was processed by incorporation into classroom lectures. In return, the institution identified options and propositions that would be of possible solutions for resolving a situation, expansion on another or a new possible developmental initiative. The propositions were based on a, new concepts or a form of appropriate or intermediary technology which the community was not in the know of. The institution identified these options through its areas of academic research. Within the university community, progressive administrators encouraged faculty members to extend their engagements to communities outside the institution.

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◆ In predicting future growth, Thompson (2000) forecasted that the twenty-first century would see an expansion of university off-campus activities aimed at serving the needs of economic outreach. More recent research reports that effective university-community partnerships are based on increased emphasis on community issues (McNall et al., 2009).

Outreach programs come in all shapes and sizes. Some involve students assisting local organizations in their efforts and initiatives. Others incorporate faculty and staff to design a comprehensive community development project and implement it with the participation of the community. Activities range from individual student engagements and internships to, dedicated outreach projects of the departments. The Loyola College and St. Joseph's College, Trichy, has implemented dozens of programs and projects over the years.

In the context of education as a sub-sector of a larger social sector, universities were expected to function as facilitating institutions of social, economic and cultural transformation of society. There were several outreach programs encompassing various activities offered by universities and colleges as part of their off campus extension engagements.

In India UGC continuously provides initiatives to strengthen and improve University Education including emphasis on outreach activities. 'A college should be involved in the neighbourhood community' was the recommendation made by 'the Challenges of Education' document as early as 1985. According to this document, a right involvement with the community is meant for two purposes.

- To link the community with the college for the community to make available its knowledge and skills for possible educational content in the classrooms of the campus
- The educational institution learns to be socially relevant through this partnership with the community and modify its curriculum and pedagogy to contribute to the development and growth of the community

In the vision and strategy for 10th Plan, UGC has given special emphasis on promoting and strengthening outreach activities by colleges and universities. The Universities under the changing societal demands need to change themselves to organize the traditional disciplines differently suiting the needs of the society. The institution should ensure that the new possibilities help to re-establish the broken connection between community and education. Improving Universities-industry link and society relationship, introducing innovative and alternative strategies in academic and service activities should be given priority.

Under outreach programs the UGC has listed activities including: adult and continuing education, distance education, university-industry alliance, add on courses for students, courses for specific non-governmental organizations, remedial courses for students and training programs for the communities in different skills in areas of productivity and livelihoods to become self-sustaining

The ability of the universities to re-organize the traditional disciplines to suit the needs of the society, described by UGC is the key to the success of the outreach program designed and implemented by the institution

PURPOSE OF THE OUTREACH

- To give students the opportunity to be exposed, to the grass roots levels, in rural and urban communities of Indian
- To learn about the challenges that rural and urban communities face. To identify the problems and issues affecting the development and quality of life of people in communities
- To inspiring the students and motivating them in their learning. The outcome of students becoming socially conscious, and learn to reach out to others in need and become responsible citizens of India. To help the people in communities identify possible remedial action to address the root causes that constrains their development. To build initiatives for improving their self-help, self-reliance and quality of life

LOYOLA'S EXPERIENCES IN OUTREACH PROGRAM

Loyola College was a late comer to the outreach program, when compared to the other Jesuit Colleges in Tamil Nadu. It was started in 1978. Initially, the program was limited to the postgraduate students. This was like the NSS program of the college. The students were expected to spend 120 hours in community in Chennai as part of their curriculum. During the Principalship of Fr. Xavier Alphonse the program was renamed as Loyola Extension Awareness Program (LEAP). Under LEAP, village visits by students was initiated.

Subsequently, the 4 member team of Dr. Bernard D'Samy, Department of History, Dr. James and Dr. Packiaraj, Department of English and myself started designing an outreach program. Live in experience in the village emerged as a basic component of the program. The first project was a 6 days living experience in villages. The visit was preceded by input on societal analysis. The students in numbers of 2s and 3s visited neighbouring villages worked with the villagers in their farms or agricultural field for 2 days. They shared their experiences and learnings with the group.

The departments were not in favour of the program as they felt that the post graduate students were to spend their time in the class rooms and not in the villages. As years went by, they understood the relevance of the program for the development of the students and they cooperated with the Outreach team. Two staff members from the departments started accompanying the students. Arts and Science students were mixed and two departments did the rural exposure as a joint departmental activity. The teams were guided by the full time NSS officer, Mr. Iyyappan. Others members of the staff visited the students periodically to spend time with them, during their rural exposure visit.

The interaction of the arts and science department helped them to strengthen their inter- personal relationships among them.

In addition to the village exposure, the students were to spend 100 hours with an NGO working in Chennai. One of the salient features of this program was the increased involvement of the departments and the staff. The evaluation of the rural exposure and work with

NGOs indicated that the objectives of this planned activity is well achieved with prescribed process and planned outcomes

OUT REACH PROGRAM FOR THE UNDERGRADUATE STUDENTS

An Outreach program for undergraduates was designed based on the Shepherd program in St. Joseph's College. The process of arriving at the final form of a program took its time. The management gave the go ahead signal. By that time, I was the Principal of the college and the restructuring of the college for the academic year 2000-2001 was just initiated. Outreach program for undergraduates was included as part of the academic program in the restructuring.

Initially there were two full time coordinators appointed and paid by the management. Prof. Lalitha who is the present head of the department of social work in Rajiv Gandhi Institute was one of the members of the team. Mr. Lawrence Raj was the other member of the team.

They contributed to the success of the program to a great extent, through their dedication and creativity. They regularly visited the communities where the students were working, met and guided the students. They provided the link between the students, the community, and the staff. They provided all the necessary supports for program management. They were attached to the department of social work.

The team that was working on program development wanted the program to be unique with combination of: developmental benefit to the community, social consciousness to the students, and college – community partnership based on shared vision, consensus of objectives and delegation of roles.

PROFILE OF THE PROGRAM

- **Vision:** Student community of the college with social consciousness to be responsible citizens with sensitivity to help the disadvantaged sections of society, gather their self –help, strength and energies and participate in their development for quality of life

- **Mission:** To create a model of society with committed youth to promote education, health and environment for the less privileged in their community and take the personal learning for themselves from this process to dedicate themselves to continuously serve the poor and the marginalized as part of their purpose and goal of life
- **Values:** With values of compassion and empathy, students dedicate themselves to community service, thereby making each of them change makers for themselves, others and the community

OBJECTIVES OF THE PROGRAM

- To sensitize the students to the conditions of inclusion and exclusion of the people who are around them
- To help the students realize their social responsibility to the society in which they live
- To conscientize the community about their situations and help them organize their self help, self -assertiveness and motivate them for collective community action for development and quality of life
- To help the community be empowered in their collective strength and action
- To use the learning from the community as value addition for the academic curriculum of the college as found relevant and appropriate to the needs of the country
- To bring about an attitudinal change in the students as a community with feeling of fellowship and togetherness based on shared vision, values and commonality of life goals
- To make the students aware of their inner strength and help them to feel a sense of pride in acknowledging their strength and strength of others

ACTION STEPS OF THE TEAM

As the first step, the team met all the members of the staff and apprised them of the need for this program at the UG level.

There were questions about the need for the program when the college had a well appreciated NSS Program. This had to be clarified. It was clarified that this program is delinked from the NSS and will be implemented by a different team of trained social workers. The program will under the guidance of the department of social work.

Once they were convinced on the need for this program, the departments were requested to nominate two members of the staff who would be directly responsible for the program, on behalf of the department. The nominated members were provided a schedule of training inputs for taking up their roles and job responsibility. This included training in social analysis, concept and methodologies of Outreach.

The management agreed to appoint two social workers after some persuasion. They saw this program as a way of making the students socially conscious and emotionally mature.

Next was the selection of working area. It was decided to work in all the 15 zones of the corporation, around the college. Each department was assigned an area of work with the consent of the corporation of Chennai. This program is not be linked to any NGOs. The engagement will be direct and independent. Work will be in collaboration with the corporation officials and the programs of the Corporation. The Corporation was more than happy to collaborate with the college.

The main intervention was with the youth, women elderly in the community. Agenda for interaction was through youth associations, Self- help groups for women and health based interventions for the elderly.

The students were provided training inputs on concepts and methodologies of Outreach. Inputs were on concepts such as societal analysis of urban poor communities and ‘do how?’ skills such as group dynamics, communication and negotiation, code of conduct, and conflict resolution.

The focus of outreach is to make the students aware of the social realities around them. Service to the community was the entry

point to the communities. Service in areas such as accessing the provisions of health and other entitlements from the Corporation build confidence and working relationship with the students. The students organized events for the youth, school children and the elderly in the community which was acknowledged by the community. Through ‘learning by doing’, the students learnt leadership skills and team work.

The students maintained log of their observations and reflections. This was presented to staffs and group for learning, review and monitoring. The staffs also visited the area, besides the social workers to facilitate learnings on observational data and analysis in the community. Program review was weekly. In the weekly review, performance and learnings of the week were shared. And, plans for the next week were formulated

The ultimate purpose of the program was that the college would learn from the community and would incorporate some innovative and need based learning into the academic curriculum of the college. And, the students and the staffs should be able to share their knowledge and expertise with the community for their development. The program is to deliver benefits to both the partners involved in this program engagement

WORKING WITH THE CORPORATION OF CHENNAI AND OTHER AGENCIES

The Corporation of Chennai has many health and hygiene programs. The students were encouraged to participate in the implementation of these programs. This was a good learning experience for the students. This helped the students to understand the problems of common people at the delivery end of these programs. It provided a firsthand learning on the suffering of the urban poor and the underprivileged in city settlements. It was an eye opener for students who had no such experience in their life. They took up some of the civil issues the people faced, with the guidance of the staffs and the social workers. Some groups in communities helped the students to represent appeals at the level of government

officials. This helped them to understand the functional realities of the departmental systems, procedures and protocols and politics of power within communities.

The other collaborating agencies were: Arivoli Iyyakam and Tamil Nadu State Resource Centre. Education, Health, Women Empowerment and other schemes and programmes were incorporated as part of the activities of these agencies. Arivoli Iyyakam trained the students in methods of adult literacy. The Corporation of Chennai gave permission to conduct supplementary classes in Corporation schools. Classes in English and Mathematics were conducted

The Tamil Nadu State Resource Centre provided materials for the adult literacy programme. Arivoli Iyyakkam and TNSRC staff provided orientation and inputs to the students on practical hints and strategies for community work.

ADDITION INPUTS FOR THE STUDENTS

In addition to the 100 hours that the students spent in the community, they were given inputs through talks on topics like: gender issues, problems in urban poverty and health issues in India.

RESPONSE OF THE STUDENTS

Initially, some of the students were hesitant to enter the communities because of certain prejudices they carried, fear and unfamiliarity. Once they were inside the community, their attitude changed and they were able to interact with the members of community with confidence and comfort. Some of them went out of their way to make themselves available to the individual members and families in community. Some students continued their engagement with the communities well after the completion of 100 hours of work. The exposure helped the students to be more responsible about themselves, appreciate the value of money, better understanding of fellow human beings and more human in thought and action

DIFFERENCE BETWEEN NSS AND OUTREACH PROGRAM

The outreach program is not another NSS. In NSS, the students go for rural camp, undertake activities such as cleaning of public places in the village and, organize some events for the children or others in the villages. The engagement is part of requirement for statutory credits. In outreach, the focus is on creating awareness. It is to help the students to understand the social realities around them and make them concerned citizens. It is also to bring the community as working partners of the campus for the togetherness of mutual learning and delivery of benefits to both. To the institution the planned benefit is that the campus is connected to the community around it and does not become an island of exclusive academic learning, away from the realities of life.

CONCLUSION

With globalization and the GATS the universities are moving towards an identity as 'high end and exclusive institutions of excellence'. They are more and more close doors classrooms confined to classical research and more and more of specialized and linear academic learning. They are global in their identity and connectivity. The student in this context is a medium for knowledge subjected to domains of artificial intelligence, virtualization and technology. Human, emotional and cognitive intelligence is optional

In this changing reality of academics and profile of academic institutions, concept of outreach programs is an academic provision of the previous generation academics, aimed at meeting the societal demands. Educational institutions with values for human and social continue to be relevant, with potential for innovations, creativity and social relevance. The colleges belonging to this generational should plan outreach and extension programs in collaboration with communities and other stakeholders in society. In many parts of the world there is up surging interest in the concept of outreach programs. There is desire to learn from the Indian models of outreach programs among institutions who have completed the cycle of super specialization and looking back for something basic, simple, human and social.

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3

Challenges Faced by Service Learning in Community Service

*Rinku Mecheri**

INTRODUCTION TO SERVICE LEARNING (SL)

Compassionate development of young minds through community engagement provides balance of social consciousness to the academic learning that is provided at educational institutions. Integrating academic learning with community service enriches civic learning, and social accountability in the student as an individual. Including service into the fabric of education is the essence of “service learning.”

Having been part of the service sector for almost nine years, I believe that honest community service invokes instinctive compassionate response, in all people alike. This response is further heightened by energetic, enthusiastic and idealistic students, working with the communities in their efforts for change

Ms. Aarti Madhusudan, a social worker in Chennai says, ” *all of us have heard, ‘be the change you want to see’. As a volunteer in my student days, I found that in giving time to social causes, I have gained more than I have given. Meeting inspiring people, experiencing empathy and compassion, and above all honing and learning new skills, are some of my valuable benefits. Every one of us can volunteer. All it requires is to start.* ”

*

SERVICE LEARNING DEPARTMENT OF LOYOLA COLLEGE

The service learning Department of Loyola College is a fine example for nurturing student volunteers and demonstrating servant leadership. For the most experienced and nurturing educators in the college, learning lies outside the classroom and beyond the campus. The team of professors lead students in their field learning and new learning experiences. They prepare the students for their engagement with urban slums as well as rural communities, guiding them step by step. At times of emergencies like community violence or natural disasters, affected people are provided shelter and services in the campus. The department has successfully integrated service into the academic curriculum and core values of the college.

ROLE AS VOLUNTEERING PARTNER AND FACILITATOR OF OUTREACH

Role as volunteering partner and facilitator of outreach has been an immense learning. And, volunteering has become part of life. College is a feasible starting point for 'giving' to the society by the student community. Volunteering and facilitation role involves collaboration and networking with non-governmental and government departments on community services.

THE METHODOLOGY OF SERVICE LEARNING

Students are encouraged to engage in community service, through the different options of outreach from the time they join college. Student engagement In a city like Chennai could be through activity medium of : education, soft skills training, art and craft, music, drama, environment, health and hygiene, advocacy, human rights, and gender concerns. Service learning involves including service into the college curriculum and making it part of the learning schedule of the student.

Effective SL involves constant introspection, sustained effort and reflection. As curriculum designers and project facilitators, we supervise and audit the volunteering component of outreach. Communication and interaction with people in communities happens

through listening, responding and improvising. Service Learning needs to be managed professionally for its effective outcomes

In the words of Mr. Iyyappan Subramaniam, founder trustee of Sri Arunodayam Trust, "*Volunteering is a wonderful opportunity for students to give back to their community. We at Sri Arunodayam provide ample opportunities for the volunteers to contribute planned action with input and outputs. However, it is a challenge to retain volunteers with continuity and keep them motivated constantly*".

Some of the main challenges in service learning are as follows:

1. The need for a proper and appropriate preparatory

Compassion in exclusion does not deliver the planned outcomes and results. Compassion and desire to do service require appropriate structures and systems to carry compassion in its planned activity form. Planned activities need to be implemented through an activity implementation sequence of input- output and outcomes. Based on the implementation plan, the stakeholder map should be developed. The map defines 'who does what?' This clarity is very necessary in case of volunteer engagement.. Careful planning and preparation of service learning is a must. Defined project goals, strategies for implementation and outcomes with objectively verifiable indicators are essential for success of SL.

2. Appropriate orientation

When a student joins college, their understanding of outreach and service learning would be more based on their imagination or hearsay. This needs to be formatted into proper understanding through orientation. Sending students out to the field without this orientation will be unproductive, causing problems and counter productivity. Orientation should begin with the analysis of society and the need for developmental interventions in a community perspective. This should be followed by the 'do how?' of organizing the communities into a collective identity for their participation in their own development. Facilitating self- help is a formatted technology, which is applicable to most of the community development situations. Role clarity and target

orientedness is part of orientation to the student. The student should be able to build accountability for delivering planned outcomes through prescribed process in working partnership with the community. Appropriate orientation leads to the perfect launching of the planned intervention.

3. Problem solving by addressing the root cause

A given situation has its causes for the situation. Solving of the situation involves identifying the root cause and addressing it. Situations have the cause and symptoms of the cause. Addressing the symptoms do not contribute to resolving of the situation. For example, the symptom in a community may be the shortage of good quality drinking water. The root cause is the non functionality of the welfare delivery system of the Government.

Once the causes are identified, it is to be followed by skills to address the identified root causes. For example, negotiating with the departments of the government require a very specific skill in communication, compatible to the government system. Working with people with special conditions such as visual impairment requires a different set of skills..

4. Mapping logistics, reach and availability of students

Engagement in service learning by the student involves practicalities and logistics such as time, distance and personal situations of the student being compatible with the given schedules. The profile of the individual student needs to be matched with the options available for service in the field. The options may range from easy and feasible to hard and more energy investing. For example, service as a scribe for a person with visual impairment may be an easy option. Coaching a group of drop out boys and girls for their class 10 examinations would be a hard and more energy investing option.

5. Channeling volunteer talent and energy

Students as individuals have talents, skills and aptitudes. This needs to be matched with opportunities in the community. For

instance, a student with skill to sing or play an instrument can be effective in teaching children with special needs. If we can channelize the talents of the student to where it is needed most, it is a win-win situation for both, the student and the situation in the community!

Similarly, the energies of the individual students will vary. Some are in low energy levels. Some others are in high energy levels. The energy levels should match the activity of engagement identified for the respective student

6. Time management

Time is precious. One of the biggest challenges that service learning faces is the limited time that students can give. The timing of the project should not clash with the curriculum of the college. Work planning should match with the time availability of the student. Phasing of projects is an effective strategy for time management

7. Focus on impact and learning

Service learning needs to be impact-oriented, with commitment and focus being its cornerstones. Every engagement needs to be drafted as a project with:

- What? (Theme of the intervention)
- Why? (Objectives)
- How (implementation strategy)
- Who? (Stakeholder matrix)
- When? (Time plan)
- Where? (Location specific)
- How much (Costing and budget)
- How to know? (Indicators and measurables)
- Risk factors (Logical assumptions underlying the plan)

SL projects that are planned in the above plan framework help in achieving impact and learning

8. Supervision and accountability of students

Students who engage themselves in service learning need to commit themselves for the effectiveness of their involvement. Service learning is part of the academic curriculum and a statutory engagement in its quantitative and qualitative form. Motivating the students in their effective engagement needs to be procedural as well as motivational. Procedures such as agreement for continued engagement could be one form of commitment of the student. Counseling and motivation is more personally motivating and effective. It helps the students to decide about their quantitative and qualitative involvement in the service learning program. Supervision, mentoring and nurturing role played by the faculty is a crucial factor contributing to this motivation in the students

POSITIVE OUTCOMES IN MANAGING THE CHALLENGES

If the above challenges are managed appropriately, service learning becomes an action-reflection-action praxis for the students. It becomes an effective experiential learning opportunity, connecting the experiential and academic learning. Service learning can only be successful when the above listed conditionalities are managed in the right mix, providing the learning menu of: learning, training, knowledge and skills development, supervision, monitoring, support, recognition and evaluation, to meet service goals.

CONCLUSION

To quote Aristotle, “Educating the mind without educating the heart is no education at all.”

An effective service learning programme has a positive ripple effect on students’ academic learning and will help improve their ability to apply what they have learned in “the real world”. It enhances their ability to understand the complex situation of ‘self and society’, analyze the problem related to them and others and solve it, through critical thinking and cognitive knowledge. They will

learn to see unexpected experiences as learning moments because experience enhances understanding and understanding leads to more effective action. They acquire advantage over others who have confined themselves to cocooned college education and will in the long run, solve some of the important citizenship challenges our society is facing.

No challenge is bigger than the opportunity that comes with it. It’s about how we approach and address these challenges as conditionalities and overcome them. This will help us find solutions and make a positive changes that we desire, in society.

4

Voluntary Action, NGO's, CSO's and Students Outreach

*Dr. Bernard D'Sami**

In India Voluntary action preceded the movement for independence. During independence several actions to dislodge the British raj were undertaken by voluntary agencies. After Gandhi's entry into the movement for independence, participation of people in the popular struggles such as non-cooperation, civil disobedience and Quit India movement increased. Missionaries who introduced western education started addressing issues of poverty and powerlessness, be it gender or caste. Gandhi consciously created the space for the civil society as a buffer zone between British Raj and the Congress. Independent India witnessed the work of voluntary agencies addressing social issues. 70's was an era of Social Action Movements (SAG). Late eighties witnessed the flowering of people's movement to address the issues of the marginalized.

The John Hopkins University's John Hopkins Comparative Non Profit Sector Project developed a comprehensive list of civil society initiatives based on their activities, now known as International Categorization of Non Profit Organizations (ICNPO). It is a list of cooperatives, community initiatives, self-help groups, development NGO's, educational institutions, religious institutions, mass organizations, social movements, philanthropic organization, cultural groups and professional associations. 1 The Centre for Civil

Society at the London School of Economics has provided a working definition for 'civil Society' that include all types of associations including: charities, NGO's, Community Based Organizations (CBO's) Self-Help Groups (SHG's), social movements, trade unions, and faith based organizations (FBO's) 2 Religious and faith based organizations are part of the civil society and they do address the social issues irrespective of caste and religion like others.

The National Policy on the Voluntary Sector 2007, provides an enabling environment for Voluntary Organizations (VO's) or CSO's to undertake development and advocacy activities effectively. The policy suggests a number of measures to strengthen civil society and for broad based partnership of the state with the voluntary sector for inclusive development. 3 This is an affirmation from the side of the government that the CBO's and CSO's are a link between government and people. This is recognition of work and issues they are to address.

It was disillusionment with politics and political parties that created interest in civil society as a means of changing public life, in the West. In the East, civil society means simple private property rights and markets, besides political and civil liberties. In the context of 'South', collapse of the theoretical models that emerged after the Second World War has given new interpretations to civil society. In India, China, Middle East, South East Asia and Latin America the term has been widely used. International agencies and lenders too have turned their attention to the new mantra, 'civil society'. In an effort to accelerate and increase the efficiency of development results and outcomes, they now work with, directly what they identify as constituents of civil society, such as, private enterprises and organizations, church and denominational associations, workers associations / co-operatives and unions, and the vast field of NGO's. They have come to be seen as, 'essential to the construction of what are assumed to be the social preconditions for more accountable, public, and representative forms of political power for society, and socio- economic entitlements believed to have been illegitimately usurped by state'

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The growth of civil-society in India can be divided into four phases. In each stage one could see the constituency of people getting enlarged and thereby allowing more participation.

First Phase: Strengthening Civil Society through the Social and Religious Reform Movements

The earliest civil society response started with the Christian Missionaries work in field of education, health, social welfare and reform. The political condition created a vacuum in which the indigenous organizations devoted to social and religious reform movements played their role. Raja Ram Mohan Roy's [1772-1833] Brahma Samaj opposed child-marriage and Sati. Vidyasagar [1820-91] campaigned for widow remarriage and education of girls. KC Sen [1838-84] advocated inter-caste marriage, widow re-marriage and removal of purdah. Swami Dayanand Saraswati founder of Arya Samaj, with the vision of 'going back to the glorious past' condemned child marriage, idol worship and caste discrimination. Mahatma Phule [1827-88] and Maharishi Karve [1858-1962] fought against untouchability, welfare of the depressed classes and education and rehabilitation of the widows. This phase witnessed the starting of caste associations to introduce education and welfare activities. The registration of Societies Act 1860 was passed to regulate the activities of the association and groups. The idea of voluntary work came to be understood as non-state. The social and religious reform movements were putting pressure on the government to pass legislations to empower women. ⁵ The development base of our country begins with the movement for independence in the early thirties. With independence most of them were disbanded. Some of them continued and relocated in their new forms of needs in areas of literacy, education, information access, health care, livelihoods, sanitation, environmental and ecological conservation, management of natural resources and in general, catering to the needs of the respective rural or urban community. There are traditional players such as Gandhians, RK Mission volunteers, Marxists, leftists, and some Christians motivated by AICUF and SCM.⁶

Second Phase: Voluntary Action and Community Development

The second major shift in the development of Civil Society took place with the entry of Mahatma in the political scene. The Gandhian movement created an environment where people understood the need for self-reliance and self- management. The need for appropriate use resources for personal as well as public needs and growth. The emphasis was on socio-cultural regeneration of society through people's participation. The voluntary sector with its 'social service and constructive work' approach had its political dimension too, in the form of questioning the state on its welfare responsibilities. Gandhi condemned caste in its strongest terms and the public was made aware of the issue of untouchability. ⁷ With leaders from Raja Ram Mohan Roy to MK Gandhi who engaged in social service, the civil society domain increasingly expanded its national identity and sovereignty. This was a crucial phase in the growth of civil society in India, represented by 'collective of individualism'. Informal associations became formal and legal frameworks such as Societies Act and Trust Act were introduced.⁸

The Community development programme (CDP) of India was launched on the October 2, 1952. It contained 55 community projects, covering more or less 1300 Sq. kms in three development blocks. Each, with 300 villages and 2 lakh people. For implementation, it was subdivided into units of five villages having one multipurpose village level worker. The program came under the management of the Development Commissioner who worked in close collaboration with other technical departments. The implementation was the responsibility of the State government. The government officials selected for work in CDP were 'qualified' in social work. The basis for the program was drawn from sociologists and social workers from England, US, Germany and Israel. They took on development methodologies and visions from the West. On the national level this meant building of huge dams, construction of hydro-electric projects, at the village level construction of schools and hospitals and, in the agriculture sector, introduction of fertilizers, pesticides and the initiation of agro-based industries.⁹

Third Phase: Awareness, Conceitization and organizing of people

During 1947-75, state supported civil society initiatives were taken for granted. Gandhians were not involved in politics but involved in voluntary work. This led to the formalization of the civil society domain with both development and advocacy initiatives evolving during this period. **10** Post 1975 era witnessed the National Emergency (1975-77) and the government perceived civil society organizations as acting against the government. This was a tough period for the NGO's and voluntary action in India. When the emergency was revoked, the Janata party came to power and though they introduced the National Adult Literacy Programme (NALP), they continued their suspicion on NGO's and all voluntary identities. They brought regulatory measures such as Foreign Contribution Regulation Act (FCRA) and Kudal commission of Enquiry.

The Third major trend in the development of Civil Society in India was after the independence, and with the growth of Non-Governmental organizations as a sector of society. The NGO's in the initial stages remained a link between government and people. Their work includes promotion of village industries, credit co-operatives and educational institutions. There were those who undertook social work related especially to community development and Panchayati raj. To the call of Nehru for 'rebuilding and reconstructing India', the Jesuit response was launching movements like AICUF (All India Catholic University Federation) that helped many young men and women, in their social identity as students, to go through the training of leadership and social formation through work camps and other community exposure and interaction activities. **11**

Development policies of the sixties were based on 'transfer of capital and technical know-how of the west'. The development stress of our country was on industrialization and technological expertise. Development was on the target of promoting agriculture and agro-based industries. The concept of transfer of capital and technical know-how to bring economic growth 'from the developed to the developing countries', so popular in the sixties, had not, however,

succeeded. In the seventies a small section of society realized the inherent dangers to a purely technological, economic or paternalistic approach. Development of human individuals as human resources and organization of such developed human resources as a productive force were considered as key to development. In order to bring about a real change in the lives and situations of the millions who live below the poverty line in our country, a structural analysis of the socio-economic, political and cultural situation in our country was felt to be fundamental. **12**

Fourth Phase: Empowering the People through People's Movements

During the fourth phase in the eighties, the majority of organizations realized that the piecemeal approach adopted all through the three earlier phases is no longer valid and relevant. During the 3 phases individual groups had tried to tackle isolated issues such as: economic backwardness, lack of education, ill-health, women's issues, the ecological, caste, communal, political or other problems. A few groups now felt it necessary to take an integrated approach and make awareness building and people's participation as the base for sustainable society. Efforts were also made to create networks and federations but the experiment led to the danger of forming cliques. The later part of the eighties has seen the rise of issue-based networks. Efforts were being made by groups to unite or collaborate on various specific issues. Groups that are working with fisher workers are attempting to form networks, as are the groups working on women's issues, or on the ecological issue, legal aid and peace building. It is hoped that the formation of such networks will consolidate the ideologies of the member groups and open up avenues for concerted actions and strategies, which will eventually give more effectiveness to the process and the struggle for the liberation of people.

Nineties witnessed the strengthening of organizational side of the voluntary agencies. At the same time there was overall realization that the solution to various societal and structural problems that

development agencies try to address, lies not on the top, not at the level of agencies, but at the level of people. This led to the learning of, 'We must go to people'. The pattern that is developing in the 21st century among the voluntary sector is 'enabling the affected coming together in the form of associations, movements and networks and becoming strong and self reliant to address their situations'. **13**

80's and the 90's were a period of grassroots movements in India. Civil society is defined in terms of the upsurge of popular movements against the state targeting its specific policies are programmes. Civil society is explained in terms of popular movements against the State (see Ghosh 1989, Guha 1989, Kothari 1988, Kothari and Sethi 1991, Rubin 1987, Shah 1988). The icons of this period were persons like Anna Hazare, who spearheaded a movement against corruption in government and Medha Patkar who heads the Namada Bachao Andolan against the government policy of evicting the adivasis from their habitat. The fisher folk have come to gather at the national level under Tom Kocherry claiming their traditional right to water-resources. There were many projects of the government which were opposed by the people who offered such resistance such as the Baliapal Test range, Netherhat shooting range and, Koel-Karo project. The emerging people's movements attempt to widen the range and area of politics beyond electoral and legislative and redefining the content of politics to include equity, rights and inclusion of the people in the respective context.

DEMOCRACY AND GOVERNANCE

Developed countries in 'North' offer civil society as the key strategy for achieving 'democratic development' in the economically less-developed states of the 'South'. The rationale behind this is, that development requires sound policies and impartial implementations for which good governance is a pre condition. These positive and planned outcomes can only be delivered by governments that hold themselves accountable for their actions. Accountability in turn depends upon the existence of 'autonomous centers of social and economic power' that can act as watchdogs over the activities of

politicians and bureaucracy of the State. Civil society consists of both the associations that make up these 'centers' and the 'enabling environment' that permits them to operate freely. It is an arena of public space as well as a set of private actors. Indicators for civil society is 'democracy and governance in its increasingly functional form' within the preview of individual associations as well as the political milieu in which they carry out their functions **14** There are number of civil society organizations working on creating awareness on the importance of voting, monitoring elections from local to the national level, preparing draft legislations on various issues such as 'voting rights for migrants', 'voting rights for the transgender' and issuing manifestoes of Dalits, children, adivasis, migrants and fisher folk. The civil society organizations influence the political party manifesto by issuing their manifesto and asking the political parties to include issues raised by them sector wise.

HIGHER EDUCATION INSTITUTIONS AND THEIR OUTREACH PROGRAMMES

One more phase to be added is the outreach programmes of the higher educational institutions through which the students are given an opportunity to look at the prevailing realities and commit themselves for a change.

Higher education institutions in India gave students an opportunity to look at the reality of the villages, slums and urban issues. Though it started in a limited way though NSS and CSS, educational institutions have broadened the space of it by making every student get an exposure and understanding of the community realities.

There are separate departments for such programmes, namely, Outreach and Service Learning.

The purpose of outreach is to give an exposure and basic understanding to the students on the social realities of: poverty, discrimination, powerlessness, backwardness, illiteracy, alcoholism, gambling, gender disparity, and lack of basic structures and necessities. A start up on this was done through the National Service Scheme.

A week to ten-day camp in rural areas provided the ‘live in’ and ‘experiential learning’ on rural realities. Interaction with people in urban slums gave the opportunity to understand urban poverty. There were other disciplines in the colleges and universities such as sociology, anthropology, social work, economics, literature and other social sciences who had their own ways and means of helping their students connect to the outside world. The students of the above disciplines went for their field work for a longer duration and this helped them to develop a rapport with the marginalized sections of the people.

Autonomous colleges could evolve a curriculum on outreach to the students. The UG and PG students are given different curriculum and syllabus for their outreach learning and exposure. The structured outreach programme includes planned and continuous involvement of the students in the community, through development projects and interventions. The students work on different issues such as health, old age, youth, women, children and education. They also take up the issues that need government’s attention, remedy and rectification. Outreach is a source of community development, including the role as link between the community and the local government. Outreach has been restructured and reformulated into an upgraded form as ‘service-learning’. Under service learning (SL) students get an understanding on the realities of urban or rural poverty and plan interventions to remedy them through developmental partnership of the community and the college. The goal of service learning is to ‘enable the individual in the identity of student to develop the motivation to give back to the society from which we receive for our life and livelihood’. A section of students continue their involvements with the communities much beyond the completion of the required period and form of service learning, as their personal commitment to the people and society.

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5

Service Learning – A Duty to Produce Responsible Future Citizens

Dr. Paul Newman*

‘Only a life lived in the service of others is worth living’

– Albert Einstein

INTRODUCTION: PURPOSE OF LIFE AND EDUCATION

Majority of human beings in this world believe in God. They may believe in different religions or sects. There is no religion or sect that does not encourage human beings from serving others. The purpose of education is not just to earn a livelihood; it is also to be of some use to others as we are living in a world of interdependence.

The modern world, constituted by the market and ‘information society is driven by materialism and consumerism. Human beings are materialistic and individualistic. The modern system of education has no provision to inculcate the real life values and ethics. The student today is a product of the market, with brand value measurable in terms of income earning at national and global market rates

THE CHALLENGING QUESTION

- Do the higher education institutions in India have space and priority to reflect and reaffirmed the need for teaching the young minds about the social composition of society, with its disparity and discrimination between the haves and the have-nots?

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- Is the great potential of using the student community of society as change makers for making the world a place of justice and equity for all its citizens being utilized by the higher education institutions in India?
- Can we, as citizens of India, ignore the sufferings of others, where nearly 40 percent of our fellow citizens live below poverty line, with vulnerability of exclusion and displacement?

THE SCENARIO OF POVERTY AND DEPRIVATION

World Bank figures show that around 200 million people in India still lack access to electricity¹. India with 17.5 percent of total world’s population had 20.6 percent share of worlds poorest in 2011².

As of 2014, 58 percent of the total population in India was living on less than \$3.10 per day³. Over 12,000 suicides were reported in the agricultural sector every year since 2013⁴. The National Crime Records Bureau data for 2015 and 2016 showed that the number of crimes reported against Dalits had risen from 38,670 to 40,801⁵. India slipped down from 130 to 131 among the 188 countries ranked in terms of human development, says the 2016 Human Development Report released by the United Nations Development Programme (UNDP)⁶.

MISSION OF EDUCATIONAL INSTITUTIONS

- In the environment, where poverty of the masses is perpetuated by vested interest of Corporates and communalists, what is the commitment of educational and academic institutions to the social and socio- economic concerns of neighborhood communities?
- Does the mission of an educational institution end with producing the human resource requirement for the market and industries? Or, does it extend to the human and social concerns of society at large through the community of students who are the leaders and decision makers of tomorrow?

CONCEPT AND HISTORY OF SERVICE LEARNING (SL)

Concept of service learning which is being discussed as a component of academic curriculum in India today was initiated in the USA during the 19th century and formalized and formatted during the 20th century. Institution of higher education in America developed the concept of Service Learning (SL) to promote a system of the student community of society contributing to the welfare and development of the community in which they belong. The concept is based on the basic social accountability that, ‘as citizens, we receive so much from the community to which we have the accountability to return and repay, at least, in part’.

The service-learning movement in India grew out of the structural change and social action concerns and activism of the 1960’s and early ‘70’s. But has its roots in the basic concerns of compassion, concern, service and welfare of the earliest days of the twentieth century. Educators such as John Dewey and Paulo Freire provided the philosophical underpinnings for educational reform while social activists like Martin Luther King and Cesar Chavez provided the inspiration for citizen action.⁷

RELEVANCE OF SOCIAL LEARNING

If our generation has to protest this planet for the future generations, all the educational institutions need to make Service Learning as part of their curriculum design as it benefits the students, community, the college which offers the programme and the teaching faculty too.

As young ambitious teenagers who step into to graduate studies, the young minds are looking for something new and fresh. There is the desire to conquer the world, the desire to do something different, to go out of the classroom where they had been confined for more than twelve years of their formal studies. By carefully orienting them towards Service Learning, the whole process could become extremely interesting and effective for students to value add to their theoretical learning with hands on experience of engagement with communities, off the class rooms.

It would help students to apply themselves to solve the day to day problems of themselves and others in a more effective manner than seeking the help of paid problem solvers! Service learning helps students to face the rough world on their own using the practical knowledge of the world they have gained. It helps them to analyze a real life situation or a problem with scientific rationale than looking at it from emotional angle of anger and helplessness.

OUTCOMES OF SERVICE LEARNING

Service Learning helps students in making decisions and empowers them in solving problems leading to, cognitive development, maturing as human beings, build critical thinking and responsibility towards the society. It makes them emphasize with the marginalized whom they have interacted, face to face, in their practical life. It helps students to develop morally and spiritually, gives them a sense of independence and responsibility as they need to act on their own with only support services coming from the faculty.

Every student learns to become a leader and develops leadership qualities as they execute decisions. They gain self confidence as the level of interaction with the community increases. They learn to deal with change in them and the community. Their interpersonal skills are sharpened, they learn to work with others and become good team players. They develop into good listeners. It helps them in developing communication skills and even pick up a language or two.

Moving with communities helps them to understand the multicultural social fabric of society, the secular values which our freedom fighters had cherished and incorporated into our constitution. It helps them to strengthen their resolve to uphold democracy and question the traditional stereotypes on gender and status of women, children and other deprived sections of society.

BENEFITS TO THE INSTITUTION

The Faculty in institutions which have Service Learning get benefited through their additional learnings, new engagements and opportunity for a new skill and personal social involvement. Every student they interact with is a human resource with challenges and potentials. Molding them into responsible citizens is a personal and professional responsibility of the faculty. This can happen through a healthy, human and professional relationship between the students and the faculty.

Teacher involvement in the local community building contributes to building student-teacher relationship. It improves the connectivity between the institution and the community into a developmental partner relationship

The institution adds value to its brand identity in producing students who would contribute to the society in a more productive manner. Institutions gain the good will of the community of engagement, society at large.

CONCLUSION

Service Learning is a rich educational tool which every students entering into the portals of higher education needs to be empowered with. The opportunity has the precondition of appropriate preparation as a scientific social engagement. If the planning and execution is not carried out properly, students can be misguided and will end up learning things which were not intended. The process has the danger of becoming counter objective. Conceptual clarity, analysis of data and information, socio- cultural context of the community, detailing on ‘do how?’ and theory based leaning need to be imparted as part of preparatory for field engagement,

The roles of all the stakeholders must be defined and plotted into a ‘role and responsibility map’ to get the desired outcomes. The expectations of the students need to be ‘leveled’ as part of the preparatory process. Variation in the expectations of undergraduates and post graduates is to be observed and managed.

Service Learning should inculcate the spirit of research with a proper pedagogy and internalization. Proper and timely evaluations need to be conducted for course corrections and re-planning as found necessary. Individual and group performance appraisal including staff and faculty needs to be planned as part of the planning, implementation, monitoring and evaluation (PIME) system of SL.

There is no substitute for experience. The benefit of experience comes through learning. Purpose and fulfillment of life come through service.

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6

Student as a Human Resource: Contributing and Constraining Factors With Time and Change

Dr. R. Mohanraj*

ABSTRACT

Economic liberalization is a change from the mixed economy to market economy system. This change happened in India in mid 90s. Market is a mechanism of continuously ongoing changes. Market is a mechanism in which the money from the consumer goes to the investor through products and services. The primary change in the class structure of society, accompanying economic liberalization was from the conventional 'rich', 'poor' and 'middle class' to, 'inclusion and exclusion' in membership for the market society. With time, by the millennium, the second stage of this change is the inclusion and exclusion in membership of 'knowledge and information society'. The continuing change is run by the forces of 'virtualization' of life and society.

Inclusion and exclusion of the individual is determined by the ability of the individual to fit into the conditionalities and eligibility set by the market system. Due to factors such as competition, increasing supply over demand of human resources, cost and profits, the bar for eligibility is continuously raised. The chances for inclusion are difficult and increasingly less

with time. It is a survival situation of 'swim or sink'. To cope up with the constantly raising bar, the societal structure and systems make necessary changes. One major compromise is the withdrawal of 'social' as a component of society. Other changes brought in by virtualization are the merger of 'economic' and 'political' into a 'total virtual atmosphere'. The effect on culture is virtualization of values and belief systems.

'Student' is the social identity of the individual in society. In the withdrawal of 'social' as a component of society, the identity of the student changes from 'social' to 'academic' and commercial. The key implication of this change is the absence of one of the three components of intelligence learning. The cognitive learning system of the human has the three learning forms of: intellectual, emotional and artificial. In the withdrawal of 'social' the spaces for development of emotional intelligence in the student becomes absent.

Marketization of education has expanded scope of the academic sector in terms of choice of options, quantum and quality of courses. However, the withdrawal of 'social' from the learning arena leaves a 1/3 gap in the absence of emotional intelligence which is one of the three cognitive learning areas, the other two being intellectual and artificial

Inputs of life skills for students in the formation age group of 6-14 and emotional intelligence for students in age group of 15-18 is likely help balance the 3 learning areas of intellectual, emotional and artificial intolerance and contribute to the student becoming a human resource with productivity for 'self', 'family' and 'society'

INTRODUCTION TO THE PAPER

A time divide in India is the economic liberalization that happened during the mid 90s. Liberalization marks the time divide of 'pre liberalization' and 'post liberalization' phases of India with

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two different political, economic, social and cultural profiles. Pre liberalization had the mixed economy system in which the class structure of society was based on the conventional rich, poor and middle class. In post liberalization, the change was to the market economy system, with accompanying change in the class structure of society.

In the market system, change is continuous. Structurally, the class structure of society changed to consumerism based class. Subsequently it changed to membership in the knowledge and information society. At the beginning of the market society in late 90s, the identity of the individual in society was based on the purchasing power of the individual. This was followed by the market requirement of the consumer to be the producer, also, to sustain the market. The consumer with money to buy the things in the market was required to become a 'prosumer' to sustain the market with new range of products and services.

This changed with the coming in of the 'information society'. The identity of the individual is based on the ability to access information. This has the precondition of digital literacy and artificial intelligence.

In the ongoing changes of the market society, the continuing change is based on virtualization. The two statuses of life and society are based on the 'virtual Vs real', with the proportion of the latter becoming minor and minimal.

In the virtualization of life and society, the social, economic, political and cultural components are changed and reorganized. The changes in the social affect the individual, directly. The life system today, is individual based. Social institutions of society such as marriage and family have changed their profile as 'collective of individuals for economic convenience and necessities'. Virtualization has withdrawn the social fabric of society and replaced it with material, economic and virtual. Virtualization effect on the political and economic is the coming together of the two into a large and total virtual atmosphere. For the individual, the consequence of this is the perennial question of, 'is it there?

Is it not there! In the virtualization process, money and material are virtual commodities. There is no quantification for it. Nor, any norms of defined quality. The absence of defined quality in anything related to life and society is because of the change in the value and belief systems, adopted so far. In the changed system of values and belief, there is nothing of certainty and finality. There are no definite 'good' and 'bad'. In the virtualization process, the value system of definite 'black and white' is changed to 'it is all shades of grey, all over'. In the reformulation of the value system, a list of conventional values that were functional during pre market times is redundant now. In the continuously changing 'new age society', the individual is the ultimate. 'Nothing beyond me, exists'.

INCLUSION AND EXCLUSION

In the continuous changes of market, inclusion and exclusion of individuals is the key outcome of change. The market aided by information society and virtualization decides on criteria for membership in the market and information society. The criteria are basically material and economy based. Individuals with means of production (capital, technology and skills for productivity) for membership in the market society and, knowledge, skills and resources for membership in the information society and 'e community' are included. This would include: individuals with software knowledge, digital skills, investment, capital and artificial intelligence. The list includes individuals who contribute to the growth of the market society through products and services. This eligibility is confined to: Individuals who are entrepreneurs, business promoters, investors and service providers. All others are vulnerable for exclusion and displacement from membership of the market society. This list includes: children, senior citizens, persons with disabilities, individuals who are not members of 'e community' and those with no means of production (capital, technology and skill for productivity). The consumers constitute the universe of the market.

CHANGES IN THE IDENTITY OF 'STUDENT'

In the pre liberalization society, '*student*' was the social identity of the individual. This social identity provided the provision for care, development and protection for the child and growth of the child into the lifecycle of adolescence, youth and adult. The academic learning systems were the means to supplement and mentor the self learning in the child and provide accreditation for institution based knowledge of the child. The cognitive development of the human brain is complete only at the age of 18 years. This is the reason the individual up to the age of 18 years was termed '*child*', subjected to age appropriate adult accompaniment till 18 years of age. The academic system was age appropriate prescribing '*class 8 by 14 years, class 10 by 16 years, preparatory for skills development during years 17-18, and child as a human resource for productivity by 19 -21 years*'. Academic education was an institutional input for development of intellectual and emotional intelligence of the child

In the changeover to market society, the first change is the change in identity of the student from social to academic. The student identity is based on the brand value of academic institution that the student attends and the course being done by the student. The student identity is delinked from the social identity of the child and individual. And, connected to the sectoral, commercial and corporate identity of the student. A student right from the primary level of academic learning is foreseen as an employee of a global or transnational company, 17 years later. The expectation on the child is invariably job opportunities in nationals and transnational at the global! The student has no option other than to be a '*top 10*' performer. And, a global citizen. The commercial academic system does not have space for an average performance student. Thankfully the spaces are still available in the Government primary and upper primary schools, which are increasingly being closed due to lack of minimal students. The third major change is, '*academic is commercial and global*'. There is little available as anything local and social, related to learning and education of an individual. Academic education is the

platform for accreditation and development of artificial intelligence and virtualization in the student

CONTRIBUTING FACTORS FOR THE STUDENT

There are a number of factors that contribute to the advantages of the student, brought in by time and change

Choices of courses and institutions for study

The choices of options on courses of study and institutions of study have phenomenally increased in the post liberalization phase. Marketization of education has enabled horizontal and vertical expansions of the academic sector in India. The growth is quantitative and qualitative. A good number of accreditations are global in their value.

Student friendly method and technology

The learning methodology and academic technologies have phenomenally increased the student friendliness of the academic system. Semester based curriculum, on line coaching, objective type self learning and self assessments and electronic accreditations are technologies that are absolutely student friendly

Connectivity to the Service learning concept for the student

Service learning (SL) is a concept in which members of the society in their social identity as students are provided inputs in areas of social consciousness, knowledge and skills in community development. The goal of this intervention is to enable the student community to be a medium for change and development through continued motivation to 'give back to the society' as individuals, family, group or community

The changes being discussed in this paper include 'for' and 'against' forces for the student to receive and utilize the inputs of service learning as per its goals. On the 'for' side, the concept of poverty and development is changed from a structural manifestation of society, to another range of the market system, providing range of opportunities to address the socio- economic conditions of people

in society as products and services. The ‘against’ is the absence of human and anything related to ‘thinking and feeling’ in the process. The absence of the ‘soul’! The students would be able to identify and offer phenomenal options for development based on technology, mechanization, robotization and artificial intelligence. But, a gap in the still continuing areas of human and cognitive may continue and widen

CONSTRAINING FACTORS FOR THE STUDENT

Proportions of intellectual: emotional: artificial intelligence

Cognitive learning in the human system takes place through the combined inputs of intellectual, emotional and artificial intelligence. In the reduction and elimination of the ‘social’ from the learning arena of an individual, the scope and potential for development of emotional intelligence becomes absent. Emotional intelligence is the area of knowledge and skill related to relationship with ‘self’ and others. The deficiency of learning in this area leaves the individual deficient in relating basically to the ‘self’. The question of ‘*Who am I?*’ remains unanswered and unresolved. Inability to offer relationship of compatibility with others results in fear and phobia for relationship with others, particularly women, children, elders and any other human being. The consequence is a ‘*I, me, myself*’ world for the individual, a reversal towards ‘loneliness in togetherness’. Other fears and phobias of the individual include: ‘*fear to stop for the fear of being left out*’ and ‘*fear about private space for the fear of interpersonal interaction with others*’. The fear to stop is physically visible in the restlessness of motorist at traffic lights. Fears for private space is evident by the reality of home, reduced to the purpose of the members come only to sleep!

Conflicts of the individual

Conflicts of the individual in the ‘*I, me, myself*’ world are multiple. It begins with the ongoing duality of ‘*virtual me*’ Vs ‘*real me*’. Those who are able to resolve the duality through a balance of proportion are able to continue and go ahead. In the case of others

who are not able to do so, it leads to continuing and increasing duality in the person. The main challenge of virtuality is identifying the purpose. With increase in longevity achieved by medical science, the question in the minds of those with thinking program is, ‘*what will I do with my 100 years?*’ With life and society per se becoming virtual, a constant question in the minds of individuals with thinking program is, ‘*Where am I?*’ This question continues to come in because of changes in geography of ‘*village, town and cities*’ and changes in the geometry of living space, growing more and more into the skies, clouds and outer space

Life goal setting

In the market society, there are two options for life goal setting. One is to set academic targets and connect it to employment and ‘*e enterprises*’ in the global context. The other is to follow the reductionist way of beginning with the list of ‘*things I do not want to do*’. This invariably leads to a thought dependency on, ‘*I do not know what I want to do*’, ‘*I want to do what you want to do*’, ‘*but, I do not know what you want to do*’. This leads to Adhocim, trial and error and discretionary as way of life of the individual. It fits into the traditional village saying of, ‘*like the catching hold of the tiger’s tail*’!

RECOMMENDED HELP TO THE STUDENT TOWARDS BEING A HUMAN RESOURCE WITH PRODUCTIVITY

Life skills for students in formation

There are different models of life skills that will help students in the formation age group of 6-14. Two modules being used by the author with good usefulness to the students are as follows:

UNICEF recommended life skills module

Decision making	Problem solving	Creative thinking	Critical thinking	Communication
Relationship building	Self-awareness	Empathy	Coping with emotions	Coping with stress

Value based life skills module

Faith	Purpose	Character	Marriage	Family
Community	Friends	Money	Health	Time

EMOTIONAL INTELLIGENCE FOR STUDENTS IN FORMALIZATION

For students in formalization age group of 15-18, inputs on emotional intelligence is helpful to balance the other two learning inputs of academic and artificial intelligence. Emotional intelligence begins with the help for self –awareness on ‘Who am I?’ It helps in life goal setting based on defining the purpose of life. It helps in building the ‘self’- ‘family’- ‘community’ relationship. It helps the individual to live life with goals and measurables of contentment, fulfillment and satisfaction

CONCLUSION

Some changes are ‘stop and reversible’. Some others are not. The global trends and changes are irreversible in their trends. The globe is moving on the principle of, ‘there is no alternative (TINA). Time and change is a cyclic process. The ‘traditional and conventional’ is continuously replaced with ‘something new and different’. After some time, the ‘new and different’ brings back the ‘traditional and conventional’ in its new and different forms. Creation has its norms. It has its limitations, bound by laws of nature and principles of evolution. It is not endlessly linear and perpetually continuing. Beyond a stage, ‘The new’ is invariably the ‘old in the new bottle’. When the trend reaches the point of diminishing returns, then, the old in new bottle comes in in its new form, brand and value. The cycle continues

As the cycle continues, the consequence is on the individual in society. In spite of the form and type of change, the onus on the individual is to cope up with change. The content of this paper is summarized in two sentences. First, the change today is inclusion, exclusion and based. Second, life skills for students information age group of 6-14 years and input of emotional intelligence for students in the formalization age group of 15-18 years is likely

help them in their growth into human resources with productivity for themselves, their families, community and Nation

I wish to conclude with the quote from William James, 19th century psychologist

‘Compared to what we ought to be, we are only half awake

We are making use of only a small part of our physical and mental resources

The human individual processes powers of various sorts which they habitually fail to use’

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7

Combination of Intellectual and Social Capital is the Need of Higher Education

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ABSTRACT

Context is important in the process of learning, unlearning and relearning. Our life in contemporary society is dictated, decided and determined by economic environment. Things of life and society including education are commercialized. Human life is enmeshed in religion, philosophy, economy, social structures, and cultural ethos. It is in this scenario, educational institutions provide a context for students where they explore, experience and enrich their life.

Social context shapes the attitude, thoughts, behavior and actions. Context makes the persons conscious of social reality, compassionate towards fellow beings and committed leaders to usher in transformations. Human mind grapples with all factors that affect life. Educational system must help the members to go to the rock bottom of problems by questioning, searching, discovering, and finding convincing, convenient and cost-effective solutions. Education should increase the capacity and ability to find alternative to the problems and free us from all types of prejudice and fear. Loyola model of reaching out to the

people in the margins stands as a shining example of combining intellectual and social capital. Pursuit of money, position and power is not the ultimate aim of education. If the society fails to integrate intelligence with social capital, educational system continues to perpetuate intellectual deficiency or educational poverty.

This paper makes an attempt to investigate the theoretical concepts with empirical experience of Loyola model of outreach. The first part deals with the theoretical aspect and the second part, with Loyola college model. A few case studies are analyzed to illustrate the effectiveness of the combination of intellectual and social capital.

PART I

INTRODUCTION

“While the range of institutions that play important roles in poor people’s lives is vast, poor people are excluded from active participation in governance. State institutions are often neither responsive nor accountable to the poor and they see little recourse to injustice, criminality, abuse and corruptions by institutions even though they still express their willingness to partner with them under fairer rules.” (Narayan, et al. 2000:172)

The above quote narrates the context in which human society is travelling. Why some are excluded? why some are kept in periphery? Why some are undergoing poverty? Why there is illiteracy? are some of the questions that repeatedly keep coming to our mind. The role of educational institutions needs to be critically analysed by academicians so that it becomes relevant in responding to the changing social environment. Our educational system should not limit its horizon of teaching the numbers, theories, concepts, skills, data, analysis, experiments in labs, memorizing, and enhancing cognitive ability. Fields of medicine, technology, natural sciences, biological sciences, law, ecology, liberal arts, music, literature and

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commerce are geared towards making the world better and more humane for every individual as citizen of this earth.

Acquiring of skills, knowledge, and raw data become enhanced only when it is socially connected through interactions, exposure programs and community services. In some institutions, community service or outreach program are existing. It has to be made effective and autonomously functional. The leaders of future society and ‘thinkers’ are sitting in class rooms. As it is rightly pointed out by Chatzkel (2004), ‘The reality is that organizations are nothing more than an extension of human thought and action’. The knowledge, skills, and abilities of individuals have to be combined with and challenged by social networks, social structures and democratic processes in order to create an egalitarian society. The class room is the place where the struggle of dalits, torment of poor, anguish of the indigenous people, agony of fishing community, agrarian crisis, illiteracy, threat of war, refugee crisis, migrations, environmental degradations, nuclear proliferation, production of chemical weapons, neo-globalization and economic exploitation are discussed, debated, dissected in a creative environment. Local problems and global issues that are endangering the very existence of human civilization, have to be integral part of learning, which could be done only by the fine blend of intellectual formation and social capital. Otherwise, institutions produce arm-chair intellectuals and intellectual couch-potatoes. Peter Evans makes it clear that “the existence of public institutions and people’s association with those institutions decide whether the state is developmental or predatory” (cited in Woolcock 1998:153). The student community, which is going to join the state administration propelling policy changes in the foreseeable future, needs to be informed of socio-economic-cultural and political situation locally and globally.

EDUCATIONAL SCENARIO

India has been a center of learning from Vedic period and cradle of civilization. The country has contributed to the development of human thought and ideals by evolving philosophy, theology, medicine, yoga, engineering, logic and mathematics.

With 20 Universities and 500 colleges with 2.1 lakhs students in higher education at the time of independence, India’s higher education has grown considerably over past 70 years. As per UGC annual report 2015-16, the number of Universities stood at 799 (44 central, 75 Institutions of national importance, 342 State, 198 State Private and 140 Deemed to be Universities), 39071 colleges and 11923 standalone institutions enrolling 34.6 million students (University News, 56(12) March 19-25, 2018)

Exclusion is widened in a large manner due to caste, religion, language, financial and cultural variables. Higher education becomes possible only to the elite, the rich, upper middle class. ‘The vast majority is bracketed out’ (Bernard D’ Sami, New Leader.p10). Quality of education at an affordable cost is a challenge. Driven by market economy, profit becomes a sole aim of the major section of institutions. Imparting value education becomes secondary. The triple objective of expansion, inclusion and excellence will remain a farfetched dream, if we are not taking serious and comprehensive step into the above concerns. Loyola College makes conscious and concerted efforts in giving admission to the students who come from slum areas where the students go for exposure program. The presence and participation of Loyola college students in the slums inspire the slum children to continue with their studies. It generates enthusiasm and eagerness among the school students in slum area to pursue higher education despite hurdles and obstacles. If considerable number of higher education institutions takes up neighborhood mission through visiting, teaching, inspiring, reducing the dropout level, influencing the kids, organizing awareness programs, it would make a big difference in the country.

CONCEPTUAL UNDERSTANDING

The idea of investing in human capital was first developed by Adam Smith (1776), who argued in the *Wealth of Nations* that differences between the ways of working of individuals with different levels of education and training reflected differences in the returns necessary to defray the costs of acquiring those skills (Angela Baron & Michael: 2007-8).

The idea of capital was used by Adam Smith to mean all the acquired and useful abilities of the population (Lin 2001; Storberg 2002). Capital is that part of a man's stock which he expects to afford him revenue. Capital is further classified as human, social, cultural, physical and organizational capital. As we deal with educational institutions, we can reflect on the role of intellectual and social capital in the formation of character and nation building. Intellectual capital consists of stocks and flow of knowledge available to the growth of an organization, institution, and firm. This is acquired by training. All intangible assets like knowledge, skills, abilities and capacity to develop and innovative inventions and newer possibilities by people, fall under intellectual capital.

Social capital flows from interactions and interrelationship with others. Sociologist R.M. Maclver states that society is a web of social relationships. According to Talcott Parsons, society is a total complex of human relationships in so far as they grow out of the action in terms of means-end relationship intrinsic or symbolic. Morris Ginsberg defines society as a collection of individuals united by certain relations or mode of behavior. "Social capital is a capital that is captured through social relations" (Lin 2001:19). Social capital falls in public domain as it takes place in society. The college students, who come from diverse socio, economic, cultural and religious background, gain experiential knowledge about the people especially those who are not in the mainstream of society and those who depend on government programs. In the process of getting interaction with people in slum, discussion with agricultural laborers, teaching kids in Government schools, conducting awareness program, and running summer camps they build trust, emotional resources, networks with NGOs, and strengthen special bonds and ties.

Social capital is productive, beneficial and useful like other capitals. Human skills, knowledge, resources, social structures, and networks contribute to human productivity and effectiveness (Lin 2001). Building social capital between students and people can be used to initiate new programs and to overcome vulnerabilities and predicaments of the poor and the marginalized. Students who are

future leaders, policy makers, administrators, political leaders and bureaucrats get direct knowledge on the exigencies of the vulnerable community, by building relationships and gaining confidence of people, through programs that are novel, innovative, effective and realistic. Social capital helps to achieve social action and fulfill societal needs. Awareness program on sanitation, communal harmony, rainwater harvesting and planting trees became possible and successful only when students established good rapport, networks and trust with the members and leaders in communities. Correspondingly, the members and leaders in communities and community based and social organizations build trust and confidence on students in their identity as change makers. Connections, cooperation, networks, public spiritedness, ability to work together for common purpose, capacity to negotiate with different stake holders and government authorities, enhance the personality of student community, increase their will power, enlarge their understanding of society and strengthen their confidence. These are intangible assets and resources for human formation and construction of identity. Guided by the professors, the students further reflect and evaluate the program and connect with their subjects, theories and concepts. I take you to the next stage where the model is prepared and has been in place over a decade.

PART II LOYOLA MODEL OF SERVICE LEARNING

Keeping 'Excellence and Relevance' as an overarching theme, the Jesuit management read the signs of time through Ignatian discernment and evolved new policies and programs in the field of higher education. In 1980s, there was a felt need among the Jesuits to design a corporate policy on education in Jesuit managed centers of higher learning. Mentoring and monitoring of quality of education, extension service, counseling, foundation courses and campus ministry were introduced with a singular aim of making 'men and women for others and with others'. As stated by the then Superior General of the Society, '*We want graduates who desire to eliminate hunger and conflict in the world and who are sensitive to the need for more equitable distribution of the world's goods. We*

want graduates who seek to end sexual and social discrimination and who are eager to share their faith with others. In short, we want our graduates to be leaders-in-service. That has been the goal of Jesuit education since the sixteenth century. It remains so today' (Peter-Hans Kolvenbach sj: 1989)

EVOLUTION OF THE DEPARTMENT OF SERVICE LEARNING

Loyola College initiated an extension program for the postgraduate students, called Loyola Extension and Awareness Program (LEAP) in 1978. Under the program, each student was required to undertake 120 hours of community service as part of their curriculum. Realizing its significance in character building and student formation, the management of the college made it mandatory to all students, who pass through the portals of Loyola College to acquire experiential knowledge through direct interaction with the marginalized communities in society. This Outreach was extended to undergraduates under the name of Loyola Empowerment and Reach-out (LERO) during the academic year 2001-2002. Outreach programs were fine tuned, structured and rechristened as the Department of Service Learning during the academic year 2015-2016. Considering the varied interests, choices and preference of students to prepare for future career including competitive exams, the community involvement was reduced from 120 to 90 hours from academic year 2017-18

AIM OF SERVICE LEARNING

The main aim of the Department of Service Learning is to help the neighboring communities to change and develop themselves through interventions such as literacy, health promotion, women empowerment, youth clubs and reduction of dropouts in schools.

OBJECTIVES OF THE DEPARTMENT OF SERVICE LEARNING

- To sensitize the students to the conditions of inclusion and exclusion of the people who are around them
- To help the students realize their social responsibility to the society in which they live

- To conscientize the community about their situations and help them organize their self help, self -assertiveness and motivate them for collective community action for development and quality of life
- To help the community be empowered in their collective strength and action
- To use the learning from the community as value addition for the academic curriculum of the college as found relevant and appropriate to the needs of the country
- To bring about an attitudinal change in the students as a community with feeling of fellowship and togetherness based on shared vision, values and commonality of life goals
- To make the students aware of their inner strength and help them to feel a sense of pride in acknowledging their strength and strength of others

METHODS OF LEARNING

- Common orientation
- Classroom orientation
- Field visit and observation
- Thematic orientation
- Regular visit to slums
- Rallies and public campaign

SERVICE DELIVERY

Health care (sanitation and clean environment)

Health awareness and public education in areas such as: communicable diseases, health and hygiene, personal and community cleanliness. Dental, eye, diabetic, general health camps and check up were organized by students with the guidance of staff. Activities planned were completed as per plans with stated objectives and indicators for performance

EDUCATION

Tuition classes for students in government schools, visiting houses and counseling parents on importance of enrollment, retention and age appropriate education, reduction of dropout and counseling support for individual students based on need. The planned activities were monitored and evaluated for their planned outcomes

EMPOWERMENT

Students organized events such as competitions and cultural evenings in communities for recreation and talent development of children and youth in communities. The purpose of these events was to build collectivity among members in community and encourage their participation overcoming fears and inhibitions. By employing survey method, the students studied the status of women and identified areas for awareness inputs. Awareness inputs in sex education, nutrition, child care and mental health were provided.

Community visits and interaction with the youth in slums youth, built opportunities for mutual learning from each other. Motivation to continue education or choose a career option for socio- economic self reliance increased among the youth. The bond of fellowship continues even after completing the statutory hours of community visits. Some students continue their involvements as their personal initiative. Slum youth became cognizant of the ill effects of habits such as substance abuse, alcoholism, gambling and unhealthy sexual practices. Orientation on options of skills training for employment and self employment was provided to youth in slums. Through follow up placement training, some of them were placed in employment through referral services.

ECOLOGICAL CONSCIOUS

Planting samplings, garbage free slums, networking with enviro clubs and nursery and forest department were facilitated by the students in collaboration with government and non- governmental organizations. Input on global warming, eliminate usage of plastic and paper and awareness on environmentally friendly celebration

of 'Bogi' the festival of waste disposal prior to 'Pongal' the festival for the Sun God, without setting fire to waste were inventions in the community

CARE FOR THE ELDERLY AND THE DIFFERENTLY ABLED

Identifying elders, who are poor and uncared and attending to their needs through structures and systems in the community, accessing senior citizen card to access Government benefits, and help to apply for old age pension are interventions for elderly and differently abled. Clothes, blankets, and mosquito nets were distributed to the needy. Elders' day was celebrated and gifts were distributed.

RURAL CAMP FOR THE FIRST YEAR POST GRADUATES

One week village exposure was organized for the first year post graduates to experience the realities of rural life. Coastal zone of Cuddalore district is the epicenter of cyclones. Life and livelihood of people in coastal areas, particularly, get disrupted with every natural calamity. The camp was organized in cyclone affected villages in Cuddalore district. It was an opportunity for the students to hear the devastation effect of natural disasters directly from the members of the community. The students underwent a schedule of orientation, guidelines for interaction with communities and methods of field study and, evaluation of the village exposure program. The events and happenings were reviewed and monitored on a day to day basis by the group with the guidance of staff. Based on the review, necessary corrections were made and planning for the next day was done. Cultural performance was part of community stay. Problems pertaining to the villages and vital developmental issues were visualized by the students through cultural performances. The learning of students were closely monitored and facilitated by staff members who stayed with them throughout the camp. Inspired by the presence and dedication of Loyola college students, a few interested students expressed desire to join the college after

their school final exams. Staff from the Department of service learning provided counseling and orientation to these students on the process of admission to college. After the village stay program, the perception of students who attended the camp towards villagers and rural communities have been changed to one of empathy, positivity and compassion. Their motivation for possible engagement to enable development and better quality of life to this section of society has increased

CASE STUDIES

For norms of confidentiality, names in case studies are changed. These testimonies prove the significance of program. Centers of higher education must foster peace, harmony and inclusive ideas. The corridors of our educational institutions need to be places where discussions on democratic values, vibrate. And, civic sense and responsibility towards nation building is manifested through every individual student

Case Study 1

Subrav Rao was personally against the policy of reservation in educational and employment, based on caste. He was in favor of reservation on economic basis. This was his opinion before village exposure. After the one week live in experience and interaction with the people in the community, his opinion on reservation changed. He expressed boldly and firmly on the need for reservation based on caste because of the widespread caste discrimination in villages. Segregation of houses, inaccessibility to community resources, lack of social and welfare services such as health, notional or nil level of political participation, domination and control in community by the village caste/ class elite and other realities of discrimination which Subrav Rao witnessed helped him to change his opinion. The village exposure has led to a change in the personal opinion of Subrav Rao which has changed his perceptions of Indian society. His 'self- society' relationship will be based on his changed perception, now

Case Study 2

Meera's parents were reluctant to give her permission to go for the village visit program. She explained to them that the village exposure program is part of the academic curriculum. Her parents felt that for students of MA visit to villages is unnecessary and waste of time. Instead, visit to industries, companies and markets would be more appropriate. However, they gave her permission to go for the village visit program. After, the visit, Meera shared with her parents her experiences in the village. She shared about the life situations of the people. She shared her personal experience of companionship, trust and value from the people in the villages. She shared how she feels more confident and valued about herself, as a person. Meera's parents saw a change in her thinking and behavior after the village visit. They came to college and thanked the management for having introduced the village visit program which helped Meera to better and broaden her perspectives. There is a change in the attitude and approach of her daughter. A significant change is her minimalization of needs. She plans to set aside a portion of her salary for the underprivileged. The parents welcomed and appreciated such ideas. Meera in her sharing said that she was able to understand the pain, and everyday struggle of village women, particularly the existential struggle of Dalit women.

Case study 3

Ravi is a first generation graduate from a rural household. With much difficulty, he got into Loyola College. Initially, he was a happy and hilarious person. This changed after sometime. He became sad and angry. He started hating himself. He developed low self image of himself and avoided company of others. He wanted to quit college. He was angry with his poor and illiterate parents. He compared himself with the rich and elite students in the college. He almost went into depression. Half heartedly, he went to slums as part of extension program. In his interaction he realized that his condition of life was much better than many of those whom he met in the slums. Most of the youth in slum were motivated about

their improvement and growth. They continued their search for opportunities. What he saw in others in the community helped Ravi to change his feeling about himself. He overcame his depression, anger and low self image by realizing that his life is much better than many others in the slum communities

Case study 4

Sundari has not taken any initiative to lead so far. She was more of a follower than a leader. In the village visit, the group decided to do a cultural performance to create awareness among the people about public hygiene. Sundari volunteered to design the program. This was the first time that she had volunteered for such an initiative. She invited her friends to join her in the endeavor. She led the group with concepts and ideas. They designed a performance with songs, skits and traditional art forms. The performance was a good success. The people in community acknowledged the message of the performance. ‘I was able to identify my inner talents for organizing events and playing a leadership role’ said Sundari. ‘This was possible because of the village visit program. I did not make an effort to do this, in Chennai. I made a start now. I will continue what I started with confidence’ added Sundari

Case study 5

Rishi is from a business community. Domestic workers in his house come from neighboring slums. He rarely talked to them or, considered them. He joined the Outreach program with hesitation. In the community he was initially hesitant to interact with the people in the community. He slowly began his interaction with children who approached him with smiles and friendliness. And, gradually picked up conversation with youth and adults. ‘Listening to their life situation was a new learning for me. I developed a sense of respect for the way they manage their difficult life. I remembered the workers in my house. I decided that I will change my attitude towards them. I will be human, compassionate and empathetic to them’ says Rishi

EXPECTED OUTCOME

From virtual relationships to value-based relationships

The modern generation has connectivity with one another through social media. Social media does not have provisions for planned inputs to teach values or increase will power. It may, on the other hand, distort communication and destabilize relationships. It has other factors such as superficiality, lack of depth, narrow view of life and no commitment, to be taken care of. But value-based relationship, which the students develop through outreach, continues to benefit them by ensuring free flow of ideas, thoughts, and reflections and help forge stronger bonds of inter personal relationship. This creates intrinsic motivation to work for the under privileged.

Nation building

India has a staggering 600 + million people. More than 50 percent of this population is below the age of 25. With proper intellectual, social and vocational training, the youth power could be utilized for better tomorrow and national building. Youth have the power and innate potential to transform the world provided they are oriented, nurtured and developed appropriately for the task. Youth is the age of discovery, dreams and designing destiny. Educational institutions have a vital role in Nation building. Educational institutions must provide intelligent, ignited, inspired and socially developed graduates, post graduates and scholars for Nation building. These responsible and selfless leaders, through programs, policies and strategic plans, will make planned efforts to eradicate poverty, ignorance, hunger, unemployment, environmental pollution and other social ills of society. And, advance the frontiers of knowledge. Spirit of nationalism in the Outreach program was introduced by celebration of National days. Celebration of festivals like ‘Pongal’ which is thanks giving to the Sun God for the good yield of crops were organized to bring people of all faith, culture and language groups, into their unity and togetherness.

The former President Dr.S.Radhakrishnan defined the relevance of education as, “The end-product of education should be a free creative man, who can battle against historical circumstances and adversities of nature. For this the Universities should attract the best minds for its teaching faculty”. Loyola model based on this definition is an effort to achieve potentialities and talents in persons for the personal and societal growth, through their social identity as students of higher education

Leadership development

In the village exposure program the students worked as teams. Teams for documentation, food and logistics, cultural action, cleaning and services, prayer and worship, time management and recreation enabled participation and involvement of all the students in different areas of work and management. Team work enabled leadership development among the members of the team. Ban Ki-moon, Secretary-General, United Nations on the importance of skilling youth said, “ young can create a better future when they have decent jobs, political weight, negotiating muscle and real influence in the world.”. On eve of the first World Youth Skills Day on July 15, he added, “The world now has the largest generation of young people in history. I place great hopes in their power to shape our future. They are part of the first generation that can end poverty and the last that can avoid the worst impacts of climate change.”

CONCLUSION

Education must make us stronger, bolder, better, humbler and more humane in protecting the rights and dignity of all especially the marginalized, the neglected and the excluded. Such lofty ideas and noble dreams of founding fathers of modern India are possible when we integrate intelligence and social capital.

In my opinion, the song of Rabindranath Tagore echoes the purpose and objective of education in the modern world.

“Where the mind is without fear and the head is held high
Where knowledge is free

Where the world has not been broken up into fragments
By narrow domestic walls
Where words come out from the depth of truth
Where tireless striving stretches its arms towards perfection
Where the clear stream of reason has not lost its way
Into the dreary desert sand of dead habit
Where the mind is led forward by thee
Into ever-widening thought and action
Into that heaven of freedom, my Father, let my country
awake”.

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8

Addressing Deprivation in Urban Areas: Emerging Need for Engaging Urban Youth in the Multi Stakeholder Initiative Approach (MSIs)

*Vanessa Peter**

towns is 44.2% (Census 2011).² Moreover, the demographic profile of the deprived urban communities is also evolving based on the changing nature of urbanisation. There is a steady increase in the number of migrants and urban homeless in the cities, apart from those residing in slums.

The heterogeneous nature of the deprived urban communities calls for targeted interventions for these groups including the residents of informal settlements (slums/coastal hamlets), homeless families, migrants (inter-state, intra-state, distress, seasonal and circulatory migrants), nomadic tribes and the cross section of vulnerable groups within these sections including sexual minorities, persons with disabilities, persons with psycho social disabilities, elderly, women headed households and children. There are also groups engaged in different occupations like begging, rag picking and sex work who are victims of stigma and criminalisation. The diverse social profile of the deprived urban communities coupled with the multi-dimensional vulnerabilities calls for designing a comprehensive and cohesive programme that will result in addressing deprivation.

The key strategy adopted for addressing poverty and deprivation in urban areas is that of 'affordable' housing. Housing interventions has been prioritised because of the residential vulnerabilities of these communities and the critical housing shortage situation in the country. In India, 0.99 million households are living in non-serviceable 'katcha' houses, 2.27 million households in obsolescent houses, 14.89 million in congested houses requiring new houses and 0.53 million in homeless condition. As on 2012, Economically Weaker Sections (EWS) constitute 58.18% and Lower Income Group (LIG) constitute 39.44% of the country's housing shortage.³

However, various researches have revealed that housing as an exclusive strategy to alleviate urban poverty is insufficient to address the complex issues of the communities. Hence there is an emerging need to understand the issues of the deprived urban communities beyond the domain of housing.

URBAN DEPRIVATION- AN OVERVIEW

In India, the rate of urbanization is steadily increasing from 25.7% in 1991 to 27.82% in 2001 and 31.14% in 2011 – an increase of 3.3 percentage during 2001-2011 compared to 2.1 percentages during 1991-2001.¹ With the rising rate of urbanisation, cities are transforming into engines of development, attracting investments to catalyse economic growth and increased employment opportunities.

However, the adverse consequences of the urban pull include proliferation of informal settlements, increased distress migration, homelessness and amplification of issues like housing shortage and inadequacies of public (civic and social) utilities/services. These negative trends have exposed the deprived urban communities to multiple vulnerabilities and have pushed them into abject poverty situations.

Census 2011 figures reiterate the emerging trend of proliferation of informal settlement. It is to be noted that the decadal growth of slum households between the census years of 2001 to 2011 is 37.1% and the decadal growth of households of the slums in reported

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MULTI DIMENSIONAL VULNERABILITIES OF THE DEPRIVED URBAN COMMUNITIES

The existing popular perception that prevails regarding the issues the deprived urban communities is that of limited access to adequate and affordable housing. Though it is undeniable that adequate and affordable housing programmes can ensure security for the urban deprived communities, housing as a stand-alone approach will not address the issues of marginalisation that these communities face. The housing programmes should be complemented with indelible approaches and supportive programmes so as to adopt a holistic approach towards addressing deprivation.

Some of the key issues that further exacerbates the vulnerabilities of the deprived urban communities are:

- Lack of access to adequate and affordable housing facilities for women, men and children residing in the informal settlements upholding their right to security and dignity
- Inequitable distribution of land in the urban areas to provide housing facilities for the EWS sections thereby minimizing the requirement for resettlement
- Absence of secured tenure for the beneficiaries of the housing projects so as to guarantee protection against eviction and resettlement
- Non access to improved quality of life through the provision of civic and social infrastructure facilities and access to other basic entitlements for those residing in the informal settlements
- Absence of robust mechanisms to identify and address the specific needs of the disadvantaged sections of the society including women headed households, elderly, the urban homeless, migrant laborers, survivors of natural calamities, persons with disability, sexual minorities and the other Socially Disadvantaged Groups including Dalits and Tribals
- Failure to facilitate participatory process of planning, implementation and evaluation of the urban poverty alleviation programmes

- Absence of an accountable monitoring/grievance redress system that monitors the effective implementation of the policy on adequate and affordable principles

Therefore there is an emerging need for adopting a multiple stakeholders initiative so as to increase the effectiveness of the implementation of various poverty alleviation schemes/services towards addressing deprivation.

MULTI STAKEHOLDER INITIATIVES FOR ADDRESSING URBAN DEPRIVATION: ROLE OF URBAN YOUTH

The key objective of MSI is to constitute a coordinating platform comprising to facilitate dialogue between the key stakeholders with a community-centric approach. There are various programmes being implemented for the deprived urban communities funded by Central Government Ministries, implemented by multiple State Departments, NGOs, CSRs, Research Organisation, Education Institutions and the Communities. All these programmes are planned and implemented separately for targeted/specific beneficiaries resulting either in exclusion or duplication of the activities. The MSI approach will provide a platform for all these stakeholders to involve in a collective planning, implementation and evaluation process so as to implement the following supportive programmes:

- Socio-Economic survey to identify the diverse dimensions of vulnerabilities of these communities
- Undertake resource mapping initiatives to identify and access poverty alleviation/social security schemes implemented by various government departments and other stakeholders like Non Government Organisations (NGOs) and Corporate Social Responsibility (CSR) initiatives so as to improve the living conditions of the deprived
- Facilitate infrastructure mapping to ensure adequate and quality civic and social infrastructure facilities
- Implementation of capacity enhancement programmes and resilience building measures to ensure sustainability of the development activities initiated

- Evolving community-centric comprehensive development plan for each of the settlements
- Addressing stigma and criminalization by upgrading and promoting ‘model settlements’

The MSI approach will also be instrumental in addressing the knowledge and resource gap by linking crucial stakeholders like Academic Institutions, Research Organisations and Corporates (CSRs). This approach can also enhance people’s participation by involving NGOs and Community Based Organisations in the planning process. The role of urban youth in these processes is crucial as one of the crucial elements required in implementing the MSI approach is that of promoting voluntarism and engaging youth volunteers.

The probable roles of the urban youth in the MSI approach are

- Facilitating needs assessment studies and evolving a comprehensive development plan for the settlement also comprising of block/street level development plan and a detailed plan of action.
- Identifying and linking families, especially vulnerable households with existing government schemes available for specific sections, including widows, BPL families, SC/ST households, unemployed workers, and workers of various categories.
- Training and equipping a selected cadre of individuals from community with information about the various schemes available and the modes of accessing them.
- Facilitating participation of local communities, in the planning process, to enable them to identify and articulate their needs, priorities, and aspirations for urban regeneration.
- Ensuring sustainability of such efforts by facilitating the formation of *Residents Welfare Associations* that can carry forward the work of the Resource Centers in the longer run.
- Conducting impact assessments conducted to examine the impacts of these measures on the socio-economic wellbeing of households

This approach, if successful, will be instrumental in up gradation of model settlements that will address the issue of discrimination and stigma.

Information and Resource Centre for the Deprived Urban Communities (IRCDUC) has demonstrated the success of such models in some of the settlements by enhancing the capacities of the communities and by preparing micro development plan for the settlement by adopting a participatory approach. IRCDUC was also instrumental in facilitating coordination meetings between various departments for implementation of the development plan. It also continues its journey to upgrade the social infrastructure facilities in this settlement and in others by bridging the gap between the poor and the policy makers.

ABOUT IRCDUC

The Information and Resource Centre for the Deprived Urban Communities (IRCDUC) is a community-centric information hub designed to educate and empower the deprived urban communities. The primary objective of the centre is to enhance the capacities of the community leaders, enabling them to assert for their right to adequate housing.

The centre seeks to collect, collate and disseminate the information about various government laws, policies and schemes that are instrumental in ensuring adequate housing for the deprived urban communities.

The centre also engages in facilitating a community-centric policy analysis process to identify the various gaps in the existing policies related to the urban housing programme. It further evolves pro-poor policy recommendations by producing evidence based citizens report.

The resource centre is also a platform for the deprived urban communities to share their issues, exchange ideas and reflect on probable strategies that can enable them to assert for the right to adequate housing and urban spaces.

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9

Department of Service Learning and Its Developmental Milestones

*Arokia Sagaya Melson. K.**

THE COLLEGE

Loyola College is managed by the order of Society of Jesus. The congregation was founded in the year 1540. Loyola College was started in 1925. Jesuits have completed celebrating 93rd year of their service. Loyola College Autonomous has been conferred the coveted award of ‘College of Excellence’ (CE) for best practices in teaching, research, consultancy and service learning. University grants Commission (UGC), Ministry of Human Resource Development (MHRD) and Government of India awarded the prestigious recognition of “College with Potential for Excellence” (CPE) a decade ago. Of the 30,000 colleges of India, Loyola clearly stands out from the rest. The college of excellence status is the outcome of the steady progress the institution has made over the years.

THE DEPARTMENT

Department of Service learning was established in 2001. Service Learning program is the third dimension of higher education, connecting students with society and its realities outside the college campus. Service Learning makes the students become socially responsible men and women for themselves and others. It is the flagship program of the College. Undergraduate students who attend

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this program are taken to urban poor communities like slums for interaction with residents there who are mix of migrants, refugees and other sections of deprived sections of society. The face to face interaction provides direct understanding of the condition of life and sufferings of: children, youth, women, elders and differently abled. Postgraduate students are taken to rural villages for a week's interaction with people there. It gives them the understanding of rural realities, status of life and day to day struggles. The ultimate aim of the Service Learning program is to create attitudinal change in students' for their motivation for social concerns as members of the society. It is an innovation of Jesuit higher education for promoting society with value based fraternity, equality, justice and violence free. This Department in collaboration with Chennai Corporation has made intervention students in corporation schools for the past 16 years, registering phenomenal performance. More than 40 thousand students in the schools have undergone the live experience of interaction and inputs from Loyola students. It has been a 'win-win' opportunity of learning, experiential learning and motivation for both the Loyola students and the students in corporation schools through the Service Learning activity.

DEVELOPMENTAL MILESTONES OF SERVICE LEARNING IN LOYOLA COLLEGE

1. Interventions with Children

SB account for children: Children who attend Corporation schools are from the slums. Most of them are from socio-economically deprived situations such as single parent households and non functional families. Towards minimal economic security of these children, Department of Service Learning has initiated a savings and security scheme for **174 students** of widows and deserted women. Under the scheme, the college deposits Rs. 500/- per year in the account on agreement that that the parents contribute equal or more amount to ensure retention of the child for completion of schooling and possible continuation into vocational skills or higher education.

Admission to Loyola College: During May, every year, the department conducts summer camp in which students who have completed XII completed are counseled and screened for admission to Loyola college. So far more than **150 students** have been admitted in Loyola College to pursue their degree with subsidized fees.

Tuition Centers for school goers

School goers are provided supplementary education support through Tuition Centers. The centers help students in doing their home work and additional coaching in mathematics and English which is difficult for most of them. Currently more than 20 tuition centers are functioning for the slum children in their local areas.

Higher Educational Assistance for slum Children

Mr.Mahadevan, Chairperson, HOT BREADS is supporting a scholarship scheme for students who pursued higher education. Under the scheme, students who join professional courses are eligible for Rs.10, 000/- scholarship. Those who continue arts and sciences graduation courses are eligible for Rs.5, 000/-. More than 1,000 students have benefited through this sponsorship program.

2. Activities implemented for youth

Running a social enterprise

'Give Life Café', is a social enterprise managed by the department. Surplus earning from the enterprise is utilized for educational assistance for children in the neighborhood community. A portion of the surplus is used to support few widows in their skills training and promotion of micro enterprises through interest free loans.

Residential leadership camps for youth

One week leadership camps are organized for youth from the slums. The first camp for 35 youth was organized in AICUF, Chennai-34 in 2009. Two camps for 40 youths were organized in Dhiyan Ashram, Mylapore Chennai in 2010. Inputs include: life goal setting, career planning and leadership role in communities

Sports day and tournaments for Youth

120 youth from the communities participated in the different events on the sports day in 2012. Finals of the Volleyball tournament were played on the sports day. The events were supported with a grant of Rs.35, 000/- from Tamil Nadu Slum Clearance Board.

3. Activities for Women

Revolving Fund: Most of the households are woman headed and single income earning. Women in widowhood are high due to high alcoholism and non curable illnesses in men. Widows were identified by the Department and a revolving fund scheme has been started for them. 115 widows and deserted women have been given an interest free loan of Rs.5, 000/- each for promotion of their micro enterprises during 2008 to 2014. The women have invested the amount in enterprises such as: selling flowers, idly shop, vegetables, tailoring, embroidery works, selling juice and petty trading and vending.

With the support of CIOSA, Chennai another Rs. 2, 05, 000 was given to 41 widows in 2018 to start small business. The women selected from 41 slums have started micro enterprises in manufacturing (chips), services (idli shops) and vending and trading (wholesale- retail, installment sales)

Job Placement in Cantonment for widows: 35 widows were identified and placed for housekeeping jobs in cantonment at St.Thomas Mount, Chennai.

Widow Pension: 42 widows were helped to obtain pension from the state government through the intervention of students

4. Assistance to Senior Citizens

Old age Pension: Most of the elders in the slums live with their children. Since the household income is meager and invariably single, it needs to be supplemented to support every additional member in the household. The state Government provides Rs.1, 000/- old age pension per month for eligible

persons. This amount is a great help for the elders. 18 Senior Citizens were assisted to avail pensions. Every year students conduct a survey to identify those who are in need of pensions. And help them apply for it.

Loyola Outreach to senior citizens as the best model with recommended repliability: The Outreach model of intervention for elderly citizens through the students has been acknowledged by the Honorable **High Court of Madurai** as the best model and recommended that the model is replicated by other institutions.

Elders Day

Elders' day celebration is one of the annual events of the College, since 2010. Every year 1,000 elders from the slums gather at the College for the celebration. Students take pride in bringing the elders in their own cars and vehicles arranged by them. Elders in the slums rarely have opportunities to attend events, functions or festivals. Coming to Loyola College to participate in the elders day celebrations is great joy to them. Cultural programs are organized for them to participate joyfully! Special speeches for the day are in the form of suggestions to manage day to day life, better. Good food and gifts are part of celebrations.

5. Rain Relief Program

In 2015, floods devastated slum areas completely. It caused immense damage because of its low lying topography. Over 400 people lost their lives. At least 57,000 homes in the city had suffered structural damage. 1750 flood victims from many slums were housed in Loyola premises. They stayed here for 8 days. They were given food and medical assistance during their stay. On the day of their return home after floods, relief material such as clothes, candles, mosquito repellents, sanitary napkins, utensils and bed sheets worth Rs. 8,000/- sponsored by donors were distributed to them. 5000 families who were housed in

various other relief camps were invited to the college and given relief materials worth Rs.1,000/-

6. Projects implemented by the Department

- The first project implemented by the department in 2010 was, 'to study the reasons for low enrolments of slum Children in corporation schools', for the Department of Education, Corporation of Chennai. The project budget was Rs. 4, 00,000/-. The report was used to make some changes in the schools
- The Second project in 2017 was, 'revisiting the process of Service Learning - impact on stakeholders' for UNITED Board. Project budget was Rs. 3, 00,000/-. The study was conducted with 1500 passed out students from the year 2001 to 2015, 220 parents and 45 staff members. This study was a turning point for Service Learning. The report is available in the department.
- The third project in 2018 was, 'revolving fund for micro enterprise promotion of widows' received from CIOSA, Chennai. The project budget was Rs.2, 05, 000/- for 41 beneficiaries

7. Conferences Organized

Voice of slums in post flood Chennai

The 'voice of slums in post flood Chennai' was conducted on **24th October 2016**. More than 100 people from different slums of Chennai attended the seminar. Resource persons spoke of different aspects of the life of slum dwellers. The seminar enumerated rehabilitation activities carried out by different departments. The resolutions of the seminar were submitted to concerned departments for necessary follow up action.

Socio-economic status of widows in slums

Widows in slums face problems like: lack of support from family, safety for themselves, insecurity of their children, disputes in marriage and family and lack of income and livelihoods. To express

the socio- economic status of widows in slums a conference was organized, attended by 120 participants, on 25th **October 2017**. The planned outcome of the conference was for community based organizations and human rights groups to take cognizance of the socio- economic status of widows in slums

National Conference –NCRCSL-2018

Department of Service Learning in collaboration with LISSTAR and Department of Social Work organized a National conference on, "**Responding to Challenges of Service Learning (NCRCSL2018)**". The conference focused on the lessons learnt by the program since its inception, defining the components of it as a model and the way forward in the road map. The Conference was conducted at Preview Theatre, Department of Visual Communication on **7th March 2018**. The Conference with 60 participants from various educational institutions and 80 students from Loyola College, Chennai was sponsored by University Grants Commission (UGC), Hyderabad and United Board.

- The Conference commenced at 9.40 A.M with Inaugural Function invoking God's blessings followed by *TamilthaiVazhthu* and lighting of the Traditional Lamp.
- Prof. Arokia Sagaya Melson. K, the Organizing Secretary welcomed the invitees and presented the developmental milestones of the Department.
- Rev. Dr. Louie Albert, S.J briefed the objectives, process and methodology of the conference
- Dr. Fatima Vasanth, Deputy Principal traced the working relationship with UGC leading to this conference.
- Prof. P. Jai Prakash introduced the Chief Guest for the Inaugural Function
- Dr. K. Paul Newman, Associate Professor, St. Joseph's College, Bangalore spoke on the cherished experiences of working in Service Learning

- Dr. Bernard D 'Sami, Coordinator, LISSTAR proposed vote of thanks

Mr. Prabhakar, Project consultant for the impact study on “Revisiting the Process of Service Learning – Impact on Stake Holders”, presented the content of the study, its methodology and the key findings.

- He highlighted the key impact that 78 per cent of the students have expressed that service learning program has ‘seasoned their hearts’
- 95 per cent of the students have said that this program must be target oriented to work with vulnerable groups.
- He stated that this study is the outcome of the meaningful existence in the college.

Panel discussions on theme “Service Learning - Yesterday, Today, Challenges and Way Forward”

Panel Discussion 1 – Prof. John Jeya Kumar, Department of Social Work introduced the Speakers and moderated the panel discussions

Rev. Dr. V. Joseph Xavier, SJ, the Founder and the then Principal of Loyola College, Chennai, traced the origin, concept and need. He explained how he started the department with two staff members. He recalled the meetings and sittings to introduce the syllabus to the Department. He beautifully shared his experiences with its humble beginning.

Fr. Berchmans, SJ, Director, SHEPHERD, St. Joseph’s College, Trichy, Prof. Mathew, Director, Community College, Loyola College, Vijayawada and Dr. S. Lalitha, Head, Department of Social Work, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur; highlighted the experience of their institutes that has contributed to today’s status on Service Learning. They all affirmed that SL moulds the personality of the students and motivates them to balance their life, work and society. Historical perspectives of the Department and its program were significantly explained and questions were

raised based on their sharing. They explained that students are prepared for life through this program, as supplementation to their academic curriculum



Panel discussion 2: ‘Service learning today’

The speakers invited for the session were Dr. Devakumar Jacob, Faculty from Tata Institute of Social Sciences, Prof. Rajan, Head, Department of Social Work, Hindu College, Pattabiram and Major Dr. Viji M. – Deputy Coordinator, Extension Services, Holy Cross College, Trichy. The session was Moderated by Dr. Bernard D’ Sami, Coordinator, LISTAAR. During the panel discussion, it emerged that important issues are not being given attention in the present day. More Training programs need to be organized for the staff involved in Service Learning and design thinking is an important aspect which needs to be considered.



Panel discussion 3: ‘Challenges of Service learning’

The Speakers were Ms.Rinku Mecheri, Founder Member, Chennai Volunteers, Mr.Niranjan, - Coordinator, Department of Service Learning, Christ University, Bangalore, and Ms.Meena Kuruvilla, Project Director, Outreach, Rajagiri College of Social Sciences, Cochin Kerala.

In the Discussion it was felt by the panelists that involvement of Government officials can lead to successful implementation of the Service Learning Program. It was also felt that the Staff members have to be updated about the present welfare schemes, government policies and legislations for them to train the students in an effective way.

Panel discussion 4 : “Service Learning – Way forward”

The speakers were Mr.Zafrullah, Chief Community Development Officer, Tamil Nadu Slum Clearance Board, Mr. G. Paul Ramanathan. Associate Professor, Department of Social Sciences. Lady Doak College, Madurai and Prof. Arul Prabakaran Gaspar. Department of English, Christ University, Bangalore.

The panelists felt that the service learning module followed by the Westerners is quite different from the system followed in India and it was felt that a lot needs to be done in this regard. Students need to be motivated to transform their life and their attitude is to be focused more.

VALEDICTORY FUNCTION

Dr. Maher Spurgeon, The Regional Head, United Board was the Chief Guest for the Valedictory Programme. He emphasized the necessity of imparting value based education. He cited examples on how even educated people take foolish decisions as academic education alone does not contribute to holistic formation of an individual. He stated that the education which does not teach us how to live is really no education at all.

Fr. Principal congratulated the department and thanked United Board for supporting us. He motivated the staff members to organize

such meaningful conferences in the future. The valedictory session ended with distribution of Certificates and photo session. The conference came to close at 5.00 P.M.

CONCLUSION

Department of Service Learning has been in the mission of building students as human resources over past 17 years. This intervention has molded more than 40 thousand students, their parents and members of their extended relationships. The department works with more than 15 thousand families in the slums every year. This program has been found very effective and the college more and more visible in their neighborhood activities. The department functions with 11 qualified and committed faculty members who connect the society, people and students. This flagship program has become a model being replicated in educational institutions in India, far and wide

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Summary Report of the Research Project – Revisiting the Process of Service Learning and Its Impact on Stakeholders

Dr. Joachim and Antony Anbarasan***

INTRODUCTION

Service-learning is an educational approach that combines learning objectives with community service in order to provide a pragmatic, progressive learning experience while meeting societal needs. The concept of Service learning implies that students receive practical exposure to situation and conditions of the people living in our neighborhood and the possibility of relating theoretical study to practical issues which were not given due attention by the academic institutions, so far. Institutions in India and abroad have initiated Service Learning as a co-curricular activity, playing a major role in amalgamating teaching and research. And, to formulate policy framework by the Government, particularly on urban slum management and poverty alleviation. Depending on the curricular framework on par with institutional vision and mission each educational institution differs in conducting service Learning Pedagogy in the neighborhood community through its students.

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SERVICE LEARNING – LOYOLA PEDAGOGY

Loyola College, one of the premier institutions in the country, was granted autonomy status in 1978. From then on, Loyola College involved the students in extension education in the name of Loyola Extension and Awareness Programme (LEAP). As part of this program the postgraduate students undertook 120 hours of community service as part of their studies. It was started in 1993. From 1978 to 1992, it was called 'extension programme'. It was mandatory for all Post graduate students to attend a rural camp for 10 days. From 1993, it was reduced to 7 days. The management of Loyola College strongly felt that not only Post Graduate students but all the students who pass out of the college should have some knowledge of the prevailing social situations around them. Hence, Outreach programme for the undergraduates, known as Loyola Empowerment and Reach out Network (LEARN) was started during the academic year 2001 – 2002. The credit of this initiative goes to the then Principal Rev. Dr. V. Joseph Xavier SJ., who was instrumental in introducing the programme and tailoring it to suit the requirements of the Undergraduate students. Being a trained social worker, he was able to provide this program its appropriate form. He believed that value education should be an integral part of education of every student who graduates from the college with a degree. And, social consciousness should be part of every student. The foundation course teaches social analysis. And outreach provides practical exposure to the realities of life in the neighborhood. This process not only helps them to be socially conscious but also enables them to realize their social responsibility towards society.

IMPLEMENTATION METHODOLOGY

The programme was initially handed over to the Department of Social Work as an extension activity of the department. Rev. Dr. Xavier Vedham S.J. of the Department of Sociology was the Director of the Department. He and Rev. Fr. Louis Xavier SJ, together, coordinated their efforts for the growth of the Department. During the academic Year, 2009 – 2010, when Rev. Dr. G. Joseph Antony Samy

S.J was the Director of Outreach, the Outreach programme became a separate department in Loyola College, called the Department of Outreach. He was also the Principal of the college from 2012 onwards. He was very effective in motivating the students for their engagement in community service. At the start of the program in 2001, there were two full time social workers. In 2018, the department has 11 full time faculty members. Loyola College has 13 aided undergraduate departments and 12 self-supporting departments. Each department deputed one faculty member to Outreach to monitor and mentor the students from their department.

The major goal, from the inception of UG outreach in 2001, was to educate the community. The Outreach programme was implemented in collaboration with the Chennai Corporation, Arivoli Iyyakam and Tamil Nadu State Resource Centre. Education, Health and Women Empowerment were the developmental objectives of activities. *Arivoli Iyyakam* offered to train the students on methods of adult literacy. Corporation of Chennai gave permission to teach English and Mathematics to students in Corporation schools in Chennai. Also, permission to conduct need based programs for the children. The Tamil Nadu State Resource Centre provided materials for the adult literacy programme. Inputs and capacity building included: training for the students and the staff on community work, teaching aids for non-formal education and adult literacy. And, other financial, material and human resource support required for work

Currently, the department of Service Learning (Outreach) works in close collaboration with the following organizations.

- **Tamil Nadu Slum Clearance Board:** Collaboration in areas of training and capacity building
- **Chennai Corporation:** Partnership for work in Corporation Schools
- **Give Life Trust:** Resources for social initiatives and community development projects
- **Tamil Nadu Women's Collective:** Gender sensitization and mainstreaming

- **Parishes of Madras, Mylapore and Chenglepet Archdiocese:** Partnership for Rural Exposure Camps.
- **The Banyan:** Community mental health clinic
- **Chennai Volunteers:** Placing outreach student defaulters in NGOs to complete their Outreach credits.

The main aim of the programme is to help the neighbouring communities to organize themselves for their development through collective community activities such as literacy, community health, women empowerment and youth organization to address problems such as dropouts in schools, access to welfare, services and development from the State and collective community action for quality of life. The Vision of the Programme is to promote students as citizens who are socially responsible and sensitive to the needs of the disadvantaged sections. And, take responsibility to imitate, promote and mentor development in communities

THE OBJECTIVES OF THE SERVICE LEARNING PROGRAM ARE

- To sensitize students on socio- economic conditions of the people in their neighborhood
- To sensitize students realize their social responsibility towards society
- To provide awareness to the community about their socio-economic situations and help them organize their self-help and collective community action for change towards quality of life
- To help the community organize themselves as a collective identity to negotiate with the State and society on their rights and entitlements.
- To learn from the community and to incorporate it into the curriculum of the college to address community development a process to be facilitated, promoted and mentored by the student community in their identity as citizens of society

- To bring about an attitudinal change in students and develop spirit of empathy, compassion and concern for their fellow human beings.
- To make the students aware of their inner strength and help them to feel a sense of pride and satisfaction in what they could do to others, to make their lives, better.

The success of the outreach programme stands on four main pillars

Students	People in community	College management	Collaborative bodies
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This programme has been and continues to be a source of realization for many students about the poor living conditions and poverty of their neighbors. Some students identified their desire for community work and decided to pursue higher education in Social Work. Some others have opted to choose careers involving work with less privileged. Since 2001, the outreach programme has created a positive impact and realization among the community people that community development is only possible through their self-help, participation and collective community action.

BEST PRACTICES OF SERVICE LEARNING DEPARTMENT

- **Interest Free Revolving Loan:** Interest Free Revolving Loan was given to encourage and help women in slums to promote micro enterprises for livelihood assurance.
- **Admitting students into Loyola College:** The department conducts summer camp cum career guidance programs for students from the intervention areas who have completed their board exams (class XII) in the month of May. Based on the camp, deserving students from the slums are admitted into Loyola College for pursuing their higher studies;
- **Opening Bank Account:** Junior savings Bank Accounts are opened for children from the intervention areas in nationalized banks to encourage and cultivate the habit of saving;

- **Welfare measures for the elderly:** Loyola Outreach has been acknowledged by the Honorable High Court of Madurai as the best model in and practice in care of elders
- **Networking:** Networking with the Government organizations such as Chennai Corporation, liked minded groups, Corporates, companies, NGOs and others in mainstream society
- **Support system by the concerned department:** Moral support and Technical guidance are extended by the teaching fraternity of all departments in Loyola not only to motivate students but also to supervise the performance of the students along with the faculty from the Outreach department;
- **Research Consultancy:** The Department Offered research consultancy to department of education on reasons for low enrolments of students in Chennai corporation schools
- **Running a social enterprise unit:** Give Life Café, a social enterprise unit is maintained by the department. The earnings from this unit is provided to poor students from the community for educational support. And widows for promotion of micro enterprises for their livelihood self reliance.
- **Rights based approach to community development:** With the coordination of community volunteers and leaders students utilized Right to information (RTI) provision as a rights initiative of people in slums and to promote transparency and accountability in working relationship with the government.

SERVICE LEARNING: IN RETROSPECT

During 1960s, President John F. Kennedy inspired college students to be involved in community services. Peace Corps emerged in 1961. Volunteers in Service to America (VISTA) came into being in 1965 and contributed significantly to the Civil Rights movement in America. These movements challenged institutions as well as students to promote social justice (Boyer, 1994). The roots of service-learning are found in John Dewey's theory (1938) of experiential learning. Service-learning and other forms of experiential learning,

such as internships and cooperative education, flourished in the 1960s and 1970s on many college campuses. Many campus based, service-learning programs started in the early 1970s with the founding of the National Centre for Service-Learning. Interest in service-learning continued throughout the 1970s. And in 1978 the National Society for Internships and Experiential Education (NSIEE) was initiated. In 1994, National Society for Experiential Education (NSEE) was founded. This organization collected and distributed many written resources on service-learning (Jacoby, 1996b).

In 1985, service-learning on college campuses gained new momentum with the beginning of Campus Compact. The presidents of Brown, Georgetown, Stanford and the president of the Education Commission of the United States of America joined together with the primary purpose of helping students develop values of citizenship through public and community service (What we've done: A 17-year retrospective, 2002). This organization is a coalition of college mentored and led by university presidents who are committed to and support academic service programs at their institutions.

During this same time period, a group of recent graduates established the Campus Outreach Opportunity League (COOL) to encourage college students to become involved in service. This has resulted in "many student-initiated service projects...and COOL has an ever expanding national network" (Jacoby, 1996). Due to this resurgence of service-learning programs and the awareness that learning and service don't happen automatically, NSEE started the process of defining principles of good practice. This process culminated in a 1989 Wingspread Conference where the Principles of Good Practice in Combining Service and Learning were unveiled (Jacoby, 1996).

This was the first of many publications and professional conferences related to service-learning in the early 1990s. In response to the need for published research on service-learning, the Michigan Journal of Community Service Learning was established in 1994. This journal, as well as numerous other literary sources, is valuable to practitioners in higher education in developing

quality service-learning experiences (Jacoby, 1996). 1990s also saw an increased interest and support to service-learning by the federal government. The passage of the National and Community Service Trust Act of 1990 was a "culmination of George Bush's 1988 presidential campaign recognition of 'a thousand points of light,' which inspired the creation of the first White House Office of National Service and the Points of Light Foundation" (Jacoby, 1996). Bill Clinton, during his presidential campaign, advocated for a national service program, which eventually led to the passage of the National and Community Service Trust Act of 1993. This led to the formation of the Corporation for National Service.

In 1994, President Clinton sent a letter to all college and university presidents asking for their support in fostering a spirit of service in United States of America. This was the first time any president ever did this type of letter campaign. In response to this letter, the American Association of Higher Education and Campus Compact convened the Colloquium on National and Community Service. Since this first colloquium, many additional meetings, conferences and published materials have emerged in higher education (Jacoby, 1996).

The service-learning movement, throughout history, has experienced successes as well as failures within higher education. We can build on the important lessons learned from the past to continue to foster social and civic responsibility in our students through service learning. The pioneering and ground breaking in service-learning done in United States of America, had a role model and replicability effect on other countries in the world. India was one of the best learners, using the experiences of America for its constructive replicability in India. The mission statements of most colleges and universities in India today include not only teaching, learning and research, but also service, which is needed now more than ever in our Indian society.

No single factor can account for the growing interest in service-learning across Asia. From Japan to Indonesia, India to the Philippines, and Thailand to Australia, colleges and universities are exploring ways of creating their own forms of academic service learning and

are drawing on their own national and local histories, institutional missions and current socio-economic needs in doing so.

Students have always striven to excel in their social identity as ‘student’, hence, receiving an additional letter of recognition and significance to them. Participation in service-learning provides new perspectives to the students towards this personal academic satisfaction. Once the service-learning students completed their project they value the process and outcome of what they have done and achieved, very precious, since it adds value to their identity as student. Service-learning involvements provide the much needed first-hand experience to the students for their process of experiential learning.

With the academic experience that students achieve in a higher educational institution they are interested in expanding their comprehension of the knowledge, skills and abilities (KSAs) in professions associated to their field of study. Service Learning provides the opportunity for this to happen in the developmental involvements with communities

SERVICE LEARNING, LOYOLA EXPERIENCE: AN EVALUATIVE STUDY

An in-depth evaluative study on the process and impact of Service Learning was undertaken in Loyola College around 2003. The exercise generated data on input- output- outcomes and impact of Service Learning from the matrix of Stake Holders, namely the student Alumni who were part of the Outreach Program over past 15 years, and others including: people in communities, community volunteers, leaders, service providers such as teachers and health workers and members of collaborating organizations, associated with the program. Detailed questionnaire and interview schedules were administered to collect the relevant data. The methodology adopted and the end results are presented below:

NEED FOR THE STUDY

Documentation on service-learning movement contains dramatic stories of the benefits of linking learning and service. However, the identifying and analysis of developmental issues of people is

comparatively less. The data available is also more on successes and achievements and comparatively less on limitations of service, constraints and even negative aspects of service-learning due to factors such as short term interventions, inadequate skills, trial and errors and adhocism. Community leaders and partners from collaborative agencies mirrored significant questions when given opportunity in workshops, seminars and other review and reflection forums. There was the need to do deeper into the understanding of this feedback.

If service-learning is to graduate into a ‘movement’ and grow to its potential, it must realistically recognize its limitations and broaden its emphasis beyond volunteerism. It must examine what students learn and personally and professionally internalize about social problems and social structure through the kind of service service-learning does. It must examine the subtle effects of service on communities, in the larger context of time and change affecting sections of society due to macro factors such as economic liberalization, marketization of society and the coming in of information society with consequences of inclusion, exclusion and displacement of people in society.

Different academic institutions have adopted different approaches to Service Learning, based on their vision and mission. Loyola’s pedagogy has its own approach and it has evolved through field experiences based on the action- reflection- action praxis. It is now almost 15 years since the inception of the department and it is appropriate time to conduct a systematic scientific study so that the strengths and weaknesses of the past could be acknowledged and opportunities and threats for the future could be identified. Such a study would form the baseline for updating and upgrading of the program in its content and methodology in order to derive optimal benefits for the students and the stakeholders.

OBJECTIVES OF THE EVALUATIVE STUDY

- To study the impact of service learning at personal and professional levels of different stakeholders
- To assess the merits and demerits of the programme.

- To evolve appropriate strategies to translate ‘Knowledge and skill from Lab to Land’
- To record best practices in Curriculum experimentations in both Theory and Practice
- To disseminate and validate the learnings of the study through a National Conference

FIELD OF STUDY

The study was conducted by the Department of Service Learning, Loyola College (Autonomous), Nungampakkam, Chennai – 34. The field of study included the service learning areas of the Department such as neighborhood slums and villages in the suburbs of Chennai. The study was conducted through a team of stakeholders consisting of ex students who are members of alumni, members and leaders in community of involvement and representatives from collaborative and resource partner organizations, selected on formulated criteria, covering the period 2001-2015. At the department level, staff members from the Department of Service Learning; staff in-charges from the Departments of Arts, Science and Commerce Streams, Officials and Program Heads were included as members of the study team. The department of service learning is working with 20 to 25 community volunteers in every neighborhood slums including local leaders. They were also included in the study team, to contribute data

RESEARCH DESIGN

The study was done through Evaluation Research design, which is used to determine the impact of social interventions. A social intervention is an action implemented in a social context designed to produce an intended result. Evaluation has its measurability in the social, behavioral, and statistical data of change ‘before and after the intervention’. It relies on principles and methodologies of research, including experimental design, measurement, statistical tests, and direct observation. Evaluative Research design was used as it was the most suitable design for the purpose of evaluating the Impact of the Service Learning Program of Loyola College.

SAMPLE FRAME

The total period of coverage was from 2001 to 2015. The Sampling Frame covered the universe of 45,000 students through sample size of 1500 respondents. Random sampling method was adopted and data was collected by using questionnaire as the research tool. From the universe of 90,000 parents, 200 were selected for the simple random sampling method. 11 staff members from the department of service learning and 55 staff members from other departments were the respondents chosen using the census sampling method. Data was collected using the Agenda for FGD and by administering Questionnaires. 11 Officials and Previous Program Heads were included in the Census sampling method, using the interview guide tool for data collection. 37 development partners were chosen from a total list of 50. 389 community leaders and members from the list of 500 provided data. FGD was used for collecting data from the respondents in the community and development partners. 20 direct beneficiaries from the total population of 1140 were taken as samples for case study

PREPARATION OF TOOLS AND PRE-TESTING

The Questionnaire was one of the tools for data collection. The content for the tool Agenda for FGD was prepared using the qualitative research method with a predetermined semi-structured interview. Then the interview guide was also prepared taking the four important facts into consideration: (1) Research questions are not the same as interview questions (2) People’s espoused theories differ from their theories-in-use (3) Interviews are social occasions, and (4) Testimony by itself is a subjective form of data. The study also used participatory observation which is a tool used in qualitative research.

All the tools have been prepared carefully by focusing on the specific aspects of the study and administered in small size group of respondents. Tools were pre tested in October 2017 for validity and accuracy of the tool.

COLLECTION OF DATA

The primary data was collected through questionnaires, interviews, FGD directly from the respective respondents by the evaluators in the college premises and community where the outreach intervention was done.

MAIN FINDINGS OF THE STUDY

The study affirmed achievement of planned outcomes and impact of the Service Learning intervention on the students; as observed by their parents, learning, knowledge and skills staff members in the SL department, departmental coordination for collaborating with the SL department and a operational form of collaborative partnership with governmental and non-governmental agencies. The model of SL is a best practice of partnership and working together of the students and SL department with community volunteers, leaders, and direct and indirect beneficiaries.

The key findings are as follows:

- **First generation learners among students:** Of the total population 38 per cent of the students are first generation learners. 59 per cent are second and multi generation learners.
- **Personal impact of Service learning on students:** 78 per cent of student respondents acknowledged that the SL experience had a personal and qualitative impact in them. 16 per cent said ‘may be’. 4 per cent answered ‘NO’ to the question.
- **Importance of outreach to meet community developmental needs:** 74 per cent of respondents affirmed the importance of outreach to meet the community developmental needs. 16 per cent said ‘may be’.
- **Mutual respect in interaction:** On mutual respect in interaction in SL interventions, 71 per cent said YES, 16 per cent, ‘may be’ and, 8 per cent, ‘NO’.
- **Extent of role clarity, cooperation for work from staff, group and community:** 67 per cent said YES. 20 per cent said ‘may be’

- **Extent of motivational and attitudinal change: change in perceptions:** 45 per cent said ‘to a greater extent’. 32 per cent ‘to some extent’. 19 per cent said ‘to a good extent’.
- **Scope for continuing humanitarian services after completion of studies, in different possible ways:** 41 per cent of the respondents said that they see scope to continue rendering services in some form. 30 per cent said ‘may be’. And 25 per cent said ‘NO’
- **Level of comfort in working with people who are different from themselves:** 41 per cent said that they are comfortable working with people who are different from themselves. 24 per cent said that the experience helped them define their personal strengths and weaknesses, 22 per cent said that their leadership skills were enhanced.
- **Areas of advantages and drawbacks of the program:** 31 per cent identified curriculum, 26 per cent staffing, and 21 per cent involvement of other departments are both advantages as well as drawbacks of the program that needs improvement.
- **Effectiveness of staff in service learning:** 45 per cent said that they were satisfied. 40 per cent said that there is scope to improve effectiveness of the staff in service learning.
- **Personal experience as a service learner:** 44 per cent of the respondents stated that their experience as a service learner was good. 40 percent felt that their experience was excellent.
- **Effect of service learning to the respondent as individuals:** 36 per cent shared that their knowledge about the community and their positive attitude toward academic studies and classes has increased; 34 per cent felt that they had better relationships with faculty members. 37 per cent felt that the experience had brought positive attitude toward community involvement in their identity as a citizen. 31 per cent had developed ethical and moral cognition.
- **Extent of continuing to be connectd to components of service learning, as on date:** 35 percent of student respondents continue to be involved with community through volunteerism. 29 percent

are involved in social justice issues. 16 percent through civic responsibility and 15 percent through charity.

- **Changes in students observed by parents:** 96 per cent parents have seen better performance in their wards, 69 per cent behavioral changes, 55 per cent growth in their self-image, skill set and decision making, 50 per cent were observed that their wards have become more person-oriented and personally render humanitarian services. 47 per cent had learned not to waste food.
- **Scales for defining Service learning:** 35 percent of respondents approve of the present scales for defining Service learning in its identity of: Formal, organizational with administrative policies and support and alignment with State and district mandates, board of education policies, college structures and other parameters, frameworks and statutory.
- **Qualitative Assessment – Development Partners, Community Volunteers and Leaders** The FGD for the development partners representing both the governmental and non-governmental participants shared their views, their association with Loyola College, the partnership experience, the outcome of the program, the insights gained working with the students, issues and challenges if any and strategies and suggestions for the way forward. 37 of them from different agencies participated in the FGD and 389 community volunteers and leaders also participated in the FGD organized in 24 locations of 12 slums respectively. Community leaders, Development partners and the volunteers expressed that more structures and systems have to be created based on the needs of the community and people; more participation and involvement is required from the leaders and the community; training and capacity building programs for the local leaders; educational support for first generation learners; technical support in resolving local issues/ problems; more health camps and awareness generation programs were some of the recommendations made during the FGDs.

RECOMMENDATIONS

- **Work on Service Learning Pedagogy:** Service Learning Pedagogy has a multivariate diversity that remains unexplored. The complexity of Service Learning Pedagogy could be investigated more thoroughly, including the level of participation required to attain successful outcomes.
- **Amount of Service Participation required to attain potential outcomes:** Current study has provided little insight into the amount of service participation that would be required to attain any potential outcomes. Future activities could investigate the pedagogy more thoroughly, including level of participation required to attain successful outcomes, assisting instructors and student affairs practitioners in their quest to create better, more effective service-learning opportunities.
- **Relationship between learning and structural realities in community:** Further studies could explore the functional relationship between learning and diversity in structural realities of communities subsequent to time and change in the macro-micro such as: economic liberalization, marketization of society and the coming in of information society with consequences of inclusion, exclusion and displacement of people in society.
- **Use of different research designs:** Different research designs could be utilized for the service learning pedagogy to achieve a holistic perspective.
- **More towards right based approach:** The approach of the Outreach department is more charity focused. It could explore the validity in turning more towards right based approach.
- **Continuous learning and updating of knowledge and skills:** The staff members in service learning could benefit from continuous learning and updating of knowledge and skills as planned inputs. This will equip them with upgraded strategies and techniques of Service Learning and be a source of inspiration and role model for the students. The documentation skills of the staff members could also be improved.

- **Integration of service-learning into the curriculum of a module:** Demonstrate an understanding of how scientific knowledge, skills and attitudes contribute to the integration of service-learning in the curriculum of a module / course of an academic learning programme. Acquire the necessary knowledge, skills and attitudes to prepare (plan, develop, design), implement, monitor, assess and evaluate a service-learning module in an academic learning programme.
- **Appropriate mechanisms for assessment of student learning:** Design appropriate mechanisms for assessment of student learning (assess). More planning needs to be done with the collaborators to implement, assess and evaluate with the partners in the service sector and the community (interact with others).

CONCLUSION

The study clearly reveals that the vast majority of the respondents (96 percent) strongly feel that the experience of Service Learning had created a positive impact on them and that they had gained valuable benefit of experience. This majority of the respondents (92 percent) had affirmed that that they gained more interest in being actively involved in issues and matters pertaining to the community. Majority of the respondents had expressed that the Service Learning experience was meaningful to their academic development and personal growth. It was quite evident from the current study on the service-learning pedagogy, the students were able to gain additional academic and personal benefits when they participated in the service-learning program. There are concerns that when added to the learning curriculum, the service-learning program may become inadequate that a student may face constraints while being involved in the service-learning experience. There is good scope to acknowledge the strengths, address weaknesses and build on opportunities for the future of service learning as a movement.

11

Revolving Fund (RF) as an Effective Way of Help for Livelihood Support

*Professor Rathna**

- *If you give a person a fish, the hunger of the person will be fulfilled, for the time being*
- *If you teach the person fishing, the person will perpetually be self-reliant for their food*

INTRODUCTION

Loyola College aims at training young men and women to be leaders for change and betterment in quality of life of people, particularly Dalits and other poorer sections of society. Service Learning is a flagship program of Loyola College. Department of Service Learning (DSL) has been working for past 16 years in 43 slums belonging to zones 5, 8, 9, 10, and 13 of Chennai Corporation located along Koovam river, adjacent to railway tracks, beneath the bridges and slum board tenement areas.

DEPARTMENT OF SERVICE LEARNING (DSL)

UG second year students work with the underprivileged in the adopted slums. The objective of the Service Learning program of Loyola is to provide an understanding about the socio-economic realities of people living in slums to students and motivate their possible engagement to make their lives better. This experiential learning is

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to develop empathy, social consciousness and motivation for social engagement in the student, making them a fuller human resource. DSL motivates the students to plan projects based on the needs of people.

This study is on livelihood intervention through revolving funds, initiated as a model in 2008 and continued into 2017-2018.

CONCEPT OF MICRO CREDIT

Micro credit is 'capital formation for building means of production through self help'. Means of production involves: 1. Capital, 2. Technology and 3. Labor. The availability of means of production enables the individual, family or community to be productive and economically included. Micro credit is provision for people without means of production to build their capital through thrift and credit, through their own self-help

Self- help is part of all individuals, groups and community. It was formalized in the form of micro- credit as a model with replicability through Grameen bank in Bangladesh. Grameen bank is a microfinance organization and community development bank in Bangladesh. In 1976, Prof. Muhammad Yunus founded the Grameen bank. The model is based on collectivity of individuals as a small group, creation of their own capital through their thrift and savings and utilization of their savings as capital for productivity, with group accountability

CONCEPT OF DSL REVOLVING FUND (RF)

Under Loyola DSL Revolving fund, Rs. 5,000/- is given to individuals on the basic criteria of widowhood and poverty as loan. The loan is repayable in monthly installments of Rs. 500/-. The loan is provided on agreement that it should be used as investment for livelihood initiatives and enterprise promotion for income generation. The loan repaid is used to provide loans for the next set of beneficiaries as a revolving fund (RF)

THE REVOLVING FUND MODEL 2008

In 2008, DSL gave loan of Rs. 5,000/- to 115 beneficiaries from the slums. The loan was to be returned in monthly installments of Rs. 500/-. About 80 percent of beneficiaries already had their

micro enterprises. They used the loan for developing their micro enterprises with more feasibility and growth. The members utilized their loan as investment for micro enterprises in:

- **Manufacturing** (soap and detergent making, greeting cards, leather products)
- **Services** (idli and bonda shop, briyani and lunch, soup and snacks, Tiffin and tea shops, tailoring)
- **Retailing and vending** (Whole sale- retail in Flower, fish, vegetables, milk, Petti shop, home based installment sales in Sarees, undergarments, children's cloths, utensils and other utilities, fancy items)

Entrepreneurs in community plan their micro enterprises with 10-30 percent of surplus on income over expenditure. The performance statuses of the 115 micro enterprises are in 4 levels as in 2018.

- **Group 1:** This is about 30 percent of the 115 enterprises (35). Micro enterprises in this group make 30 percent surplus earning of income over expenditure. The enterprises have grown by 30-50 percent during the period 2008-2018. The members who run these enterprises are entrepreneurs in their personality profile
- **Group 2:** Micro enterprises in this group operated at the level of surplus earning matching income and expenditure and providing daily wage earning to the member. This is about 35 percent of the 115 enterprises (40). 10-15 percent of the micro enterprises in this group has improved performance and moved to group 1 level during the period 2008-2018. The members who run these enterprises are semi entrepreneurs in their personality profiles
- **Group 3:** Micro enterprises in this group are at the level of income and expenditure matching with no surplus making. The members run these enterprises have personal problems such as ill health and other situations such as family problems which do not allow them to concentrate on the micro enterprise. Few of them have leased it to others for running. This is 22 percent of the total number of 115 (25). Members in this group and group 4 are engaged as income earners as domestic workers and

casual labor in other micro enterprises. They are more income earners in their personality profile, attitude and aptitude

- **Group 4:** Balance 13 percent (15) is start and stop cases. They did not continue beyond the first year. The members of these micro enterprises did not have the motivation and aptitude for entrepreneurship. They are more income earners in their personality profile, attitude and aptitude

The micro enterprises had a setback in the 2015 Chennai floods. The micro enterprises lost their investment to the extent of 20-30 percentage due to loss and damage of assets and infrastructure. While groups 1 and 2 were able to cope up with this loss and continue, for group 3, this further reduced their feasibility.

People from the communities affected by floods were provided shelter in Loyola College for fortnight. This led to loss of business and made them work as domestic workers and daily wage labors.

The loan given to the 115 beneficiaries was collected back by the staff of the project. As continuation of this Revolving Fund project, in 2017-18 DSL has identified 41 members from 41 slums for the replicability of this model. This number is 35.6 percent of the first group of 115 in 2008.

OBJECTIVE OF THE REVOLVING FUND (RF) PROJECT: 2017-2018

1. To enable individuals to use the loan for development and betterment of their enterprises and business
2. To develop their skills in management of their business and enterprise
3. To provide skills in entrepreneurship and business promotion for growth of micro enterprises

METHODOLOGIES OF IDENTIFYING RIGHT HOLDERS OR WIDOWS FROM SLUMS

The loans given by DSL and collected back from the members are given to the next group of beneficiaries. This is revolving fund of DSL. 41 beneficiaries were identified and given the loan grant from

DSL. This is collected and to be used for next set of beneficiaries in 2018-2019

DSL identified the members through the staff network of 11 members based on following criteria:

- Widow, with or without children, permanent resident in slum
- Entrepreneur, engaged in feasible micro enterprise
- Person without support from family, household, relationships or other sources

ACTIVITIES OF THE PROJECT

- Identification of individual beneficiaries and giving of loan of Rs. 5,000/-
- The beneficiaries use the loan for development and growth of their business
- Repayment of the loan in monthly installments of Rs. 500/-
- Use the additional income earning from business for betterment of self and family
- The 41 proposed beneficiaries attended orientation program on 21st February 2018
- DSL grant has been remitted NEFT to respective bank account
- Training inputs provided on conditionalities of revolving funds
- Midterm appraisal done for 2017-2018
- On completion of 2017-18 projects, UG second year students were assigned study on impact or socio-economic research on conditions of beneficiaries with the guidance of DSL staff members. Plans for replicability for the year 2018-2019 has been made. 9 beneficiaries have been identified for continuation of revolving fund benefit

ROLE OF THE STAFF

- Maintaining records of individual member in individual member card
- Collect the repayments regularly at the rate of Rs. 500/- per month. Collection from 41 members is Rs. 20,500/- per month. Issue receipts for payments

- Maintain accounts in the ledger book month wise, staff wise along with the master sheet
- Wednesday coordination and monitoring meetings
- Reports: base line, quarterly and final: to donor agency CIOSA.

QUALITATIVE OUTPUTS

- Revolving fund is an investment to promote micro enterprises for livelihood assurance
- Livelihood activities ensured socio- economic self reliance to the members who are successful in business
- Replicability of the project through loan return and success of revolving fund by DSL

QUANTITATIVE OUTPUTS

- 41 right holders benefited through revolving fund
- 9 new beneficiaries identified for next cycle of revolving fund

CASE STUDIES

Sakuntala

Sakuntala, a resident of SaamiyaThottam, Saidapet, is a vegetable vendor. She lives with her three daughters. Her son, Venkatesh, a painter, passed away at the age of 38 in an accident. Her daughters, Ganga, Pouna, and Annapourni completed primary education. Ganga lives with her mother as her husband passed away.

Ever since Sakuntala's husband passed away 25 years ago, she has done a variety of jobs to support her family. She was employed as a sweeper in a hospital and as a member of the cleaning crew. She ran a idly stall for some time. At present, she sells vegetables.

In 2017, Loyola College gave her Rs. 5,000/- repayable in monthly installments of Rs. 500/-. The loan was useful to stabilize her business. She has repaid the loan. She is ever grateful to Loyola College for helping with the loan. She is all smiles as she talks of her grand-children !

Lakshmi

Lakshmi is a widow who lives at Chetti thottam, Saidapet. She has two children, son, Tharun, in 8th standard and daughter, Priya in 11th standard. Apart from being the sole earning member of her family, Lakshmi also supports her mother.

Lakshmi worked as an accountant in a Doctor's clinic. She was a diligent employee. She left his employment since he refused to show even slightest humanness during 2015 Chennai floods. He offered her no relief package or any aid for her personal loss in floods.

Lakshmi started a tailoring unit with a sewing machine donated by Bhoomika Trust. Loyola College has given her Rs. 5,000/- loan repayable in monthly installments of Rs. 500/-. She used the loan amount to buy Lining and other Materials.

Lakshmi successfully runs her business and declares that she is now socio- economically independent. She feels very satisfied about her efforts being successful. She plans to expand her business by acquiring an Overlap Machine. She trains one or two women in tailoring for free. She thanks Loyola College for being there at just the right time and thanks the students for their support. She has repaid the loan

Esther

Esther is a resident of Saidapet. Esther runs a successful tailoring unit. Besides this, Esther also conducts free training camps in tailoring for the women of her area. Her husband, Kevin, is a Tamilian. She is a Telugu settled in Tamil Nadu for few generations. She has four siblings and they hold jobs in the corporation. One is a house keeper in a private company.

Esther currently stitches blouses and cushions and is busy with her tutoring and designing. Loyola College gave her the loan of Rs. 5,000/- repayable in monthly installments of Rs. 500/-. Esther used this money to purchase materials for her tailoring business. She says this has greatly helped in business.

Esther plans on expand her tailoring unit by acquiring two more sewing machines. She also plans to undertake retailing in bathing products and spices.

Esther thanks Loyola College for the loan which was of immense use to her. Special thanks to Professor Ratna of Loyola College for her constant support and is deeply grateful to Loyola students for their support.

Priya

Priya, a resident of Neruppumedu, Saidapet, is a widow who lost her husband to cancer. She lives in her elder brother's house. She had taken loans for various purposes and was unable to repay them. She borrowed money from her relatives to repay the loans but found herself in more and more of debt trap. Her relatives kept away from her.

Priya has a son and a daughter. Her son is a 9th standard dropout who wishes to continue schooling. He is addicted to alcohol and drugs and has behavior problems. With continuous intervention and support of students from Loyola College, the son Sounder has been admitted in ITI.

Priya is a beneficiary of Loyola College's Revolving Fund of Rs. 5,000/-. She was given this amount to start a petty shop. However, she used this money for her daughter's marriage and pregnancy.

Priya has a corporation job now. She wishes to restart her shop, and manage both her job and shop. She feels that the loan was a timely help. The students of Loyola College are supporting her in her desire to restart the shop and continue both job and shop.

List of 41 Revolving fund beneficiaries (2017-18)

S.no	Name of the Professor In charge	Name of the Beneficiary	Name of the slum
1	Prof. Antonysamy	Malliga S	Thomas Road
2		Parameshwari	Thomas Road
3		Saraswathy H	Alaiamman koil street
4	Prof. Antony Anbarasan	Sumathi V	Radhakrishnan nagar
5		D. Sasikala	Nochi kuppam
6		Jayalakshmi S	Nochi kuppam
7		Amalorpo Mary	Dooming kuppam

8	Prof. Rathna	Lakshmi S	Chetti thottam
9		Sakunthala	Samiyar thottam
10		Esther Rani	Jothiammal nagar
11		Priya R	Neruppu medu
12	Prof. Francis Kumanan	Sarajini	Bazaar street
13		Lalli	Baz naar street
14	Prof. Jaiprakash	Asha	East Koovam road
15		Ammu Ruban	East Koovam road
16		Manjula	New colony
17		Vijaya rani	New colony
18	Prof. Melson	Indira	Indira gandhi nagar
19		Kala	Gandhi nagar
20		Mohana	Gandhi nagar
21		Vishalakshmi	Gandhi nagar
22	Prof. Beula	Lourdu mary	Avvaipuram
23		Kalavathi	Kakkan nagar
24		Valli	Kakkan nagar
25		Suguna	Appasamy street
26	Prof. Anand	J. Selvi	Madha church road
27		Fathima	Ambedkar nagar
28		Kalyani	Kalaingar nagar
29		Maheswari	Kavankarai
30	Prof. Priya	A. Sathiya priya	Santhosh nagar
31		Vijayalakshmi	Varadharaja puram
32		Shanthi	Ayyasamy street
33		N. Sivagamy	Ayyasamy street
34	Prof. Baskar	Selvi	SS Puram
35		Bakkiyam	Griappa road
36		Sivagami	M K Radha nagar
37		Kasiammal	Gangaikaraipuram

38	Prof. Richard	Muneeshwari	Mangalapuram
39		M Rani	Mangalapuram
40		Manimegalai	Mangalapuram
41		Bhavani R	Mangalapuram
Newly identified beneficiaries for 2nd cycle			
43	Prof. Richard	Mrs. M. Rajeswari	Chathiram, Kilpauk
44	Prof. Antonysamy	Mrs. Mariamma	Thomas road, Teynampet
45	Prof. Antony Anbarasan	Mrs. Parimala	Goiyya thoppu, Egmore
46	Prof. Anand	Mrs. Ammu	Kalaingar nagar, Saidapet
47	Prof. Priya	Mrs. Parameshwari	Santhosh nagar, egmore
48	Prof. Francis Kumanan	Mrs. Muniammal	Bazaar street, Chetpet
49	Prof. Melson	Mrs. Parimala	Pallavan salai, Chennai
50	Prof. Rathna	Nirzana Begam	Chetti thottam, Saidapet
51	Prof. Beula	Kalavathi	Kakkan nagar

CONCLUSION

The Project has provided loan of Rs. 5,000/- to 41 women beneficiaries from 41 slums for the year 2017-2018. The loans were collected back by project staff in monthly installments of Rs. 500/-. The loan was of timely help to them in their promotion of enterprises. Project has identified 9 more beneficiaries from various slums for the next cycle of loans. Project has successfully formed the system of giving loans and collecting it back for recycling as revolving fund. The revolving fund will continue to help many more women in their need. The beneficiaries are grateful to Loyola College and thankful to the professors, staff of DSL and students for the help

Lab to Land

Edited By:

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