SERVICE LEARNING

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LOYOLA EXTENSION AWARENESS PROGRAMME (LEAP)

FOR FIRST YEAR PG STUDENTS
LEAP – PG OUTREACH

Vision: To make the students socially responsible citizens who are sensitive to the needs of the disadvantaged sections.

Values: With love and concern for others, students should dedicate themselves to community service, thereby shaping themselves as men and women for others.

Mission: To create a society with committed youth to promote equality, Justice, education, health and environment for the less privileged.
LOOKING BACK (LEAP)

- During 1978-79, when Fr. Kuria Kose was principal of Loyola College, autonomy was granted. Extension Service programme was initiated in the same year.

- Under Extension Service programme, Community Social Service (CSS) became mandatory for all the PG students and 7 days of rural work camp was organized in the villages in Kanchipuram Dt.

- During 1993-94, when Fr. Xavier Alphonse was principal, CSS was renamed as Loyola Extension Awareness Programme (LEAP). A monitoring committee was formed to conduct the programme.
  - 7 days of Rural work camp in the first year
  - In the city slums, each dept was to coordinate activities for 60 hours in collaboration with NGOs
OBJECTIVES

- To animate the students learn their social responsibility through outreach.
- To expose the students to the rural and urban realities of marginalized and vulnerable groups and create an ambience to reflect upon.
- To learn from the people’s lived experience and try to create facilities that would empower them.
- To make our institutions as a role model for serving the urban neighborhood and village/hamlets.
SYLLABUS / CURRICULUM

Unit-I Orientation: Introduction to Outreach, Concept, objectives, Scope, Philosophy and Principles of Outreach, History of Outreach, and Values of Outreach, methods of Outreach, Goals of Outreach

Unit – II Historical development of Outreach in Jesuit Madurai Province: Loyola’s Outreach, St. Joseph’s Shepherd, St. Xavier’s stand, Arulanandar’s Radar, Mosaic and other extension projects, Jesuit developmental models in the community- Pathai Chengalpet, Gandhian Society villages, Karaikudi. Ideas – Madurai, Karisal, Peak – Kodai. Palmyra – Devakottai,

Unit-III Concepts: Outreach, extension services, social service, social assistance, social work, Field work, rural camps

Community Orientation: Outreach Observation Visit, Visiting the community, knowing the leaders, introducing the leaders, becoming aware of the various structures and forming groups.
Unit-III Understanding community: Rapport building, Collecting data, Community mapping, Asset based Management, Networking, and Identifying Areas of Concern

Unit-IV Programme Planning, Programme Implémentation, Programme analysis and reflection: selecting an area of concern, identifying available resources, strategizing intervention (Education, Health and hygiene, Environment, gender equality, human rights, cultural celebration and Employment)

Unit-V Evaluation and Reporting
PART - I

IMMERSION & INTERVENTION IN RURAL SETTING
1. To have a live-in experience of the rural reality.
2. To understand the dynamics of the rural India.
3. To imbibe the values of nation building vis-a-vis rural development.
4. To identify the available resources of the village.
5. To inculcate social consciousness among the students.
6. To enhance the spirit of team work.
7. To appreciate the hardships of human labour.
8. To help the students to study the existing rural service delivery systems.
9. To enable the students to redefine their role in rural development.
DAY- 1

- Rural Camp Orientation
- Onward Journey (Loyola to Rural Camp Site)
- Inaugural Session
- Dinner
- Ice-Breaking
- Group Formation
- Camp Rules
- Settling Down
DAY – 2

- Orientation Programme
- Lecture
- Participatory Group Work
- Activity Based Learning
- Documentary films
DAY 3 & 4

- Learning Rural Reality
- Social Analysis
- Understanding the Felt Needs of the Villages
- Manual Work
- Sapling Plantation
- Preparation for Cultural Programme
Method of visiting a village

Observation

Listening

Working with villagers.

Interaction with children, youth, men and women elders.

Focused Group Discussion
Points for discussion

- Social, Economical, political, cultural, Educational, Religion, Environmental, Health conditions.
- Major issues of the village.
- Important milestones of the village.
- Achievements of the villagers.
- Skills, attitudes, values and practices of the village people.
- Dreams and aspirations for the future.
- Life style of the people.
DAY - 5

- Summing up session
- Presentation through Drama, Skit, and Chart
- Preparing reports creatively
DAY - 6

- Submission of individual feedback and Group reports.
- Evaluation
- Inaugural Session
- Downward Journey (Camp Site to Loyola College)
STANDARD OPERATING PROCEDURES

- To reflect the rural atmosphere, wear modest clothes.
- Be punctual for the entire programme
- Mobile phones are allowed only during restricted hours
- Alcohol and Smoking are strictly prohibited.
- We follow the rules of our college and more than that we understand the rural context and behave accordingly.
- Stringent action will be taken on students who fail to adhere to these procedures.
Things to bring

- Personal medicines
- Modest clothes and toilet articles
- Torch / Candle and Matches
- Bed sheets / Bedspread, Pillows, Umbrella
- Rhymes, Songs, Stories to engage the children
- Plate and tumbler
- Note pad, Pen, Pencil, Eraser and Sketch Box
- College Id – Card

If you are interested in conducting creative games to the children, kindly bring games articles.
PART II

INTERVENTION IN URBAN SETTINGS - (SLUMS)
This will be carried out in the second year of UG.
This is known as LEARN
LEARN - Loyola Empowerment And Reach-out Network. For II U.G students
OBJECTIVES OF LEARN

• To enable students to develop people oriented attitudes and to imbibe the spirit of concern for others.

• To initiate team process among the students’ groups.
Dynamics of the programme

In the first year:

- Students are provided rural exposure wherein they stay for six days and live the life of the underprivileged masses.

1\textsuperscript{st} day of the rural camp

- Motivational session and immersion before going to the field
- Input on the stark realities of rural areas of India
- The importance of rural camp for the students
- Departure to rural camp site either by bus or train
- Ice-breaking session and forming them into functional groups.

2\textsuperscript{nd} day of the rural camp

- Orientation on the rural dynamics of India by the resource person,
- Talk by the village president or councilor or parish priest or senior teacher
3rd & 4th days : Village visit

Two days of field exposure to the nearby villages
- To understand the dynamics of the community
- Their life style, tradition and culture of the people
- Religious practices
- Socio-economic condition of the people
- Administrative system, Panchayat raj,
- The prevailing social issues
- Observing the ecological balance
The objective of the field visit

To learn from the people about the realities at the grassroots level and develop a critical consciousness.

Method of village visit

1. Observation
2. Interaction with the people in villages
3. Focused group discussion
4. In-depth interviews with individuals

exposure > experiment > experience > impact > involvement
5th day of the rural camp:
- The teams exhibit their learning in the form of chart presentation, or through drama, skit and action songs.
- Summing-up session by the resource person

6th day of the rural camp:
- Rural students sharing about their difficulties and problems of the village they hail from.
- Writing of Group Reports
- Individual reflection and feedback
- Recording the creativity and innovations of the students in the form of a poem and essay
- Oral and written evaluation
MILESTONES

- Until academic year 2006-2007, after the regular classes got over, the students of PG second year were placed in the NGOs in the city of Chennai for 60 hours.

- From the academic year 2007-2008 onwards, second year outreach prog was revamped to have issue-based experience in the city.

- The students are given training on issues such as domestic violence, RTI, access to drinking water and problem of conservative workers, anti-alcoholism and drug addiction, issues faced by transgender.

- Then planning meeting is arranged.

- Finally Each department is grouped into two teams and each team will take-up two programmes, one in the community and the other in the institution.
PRIMARY OBJECTIVES OF RURAL CAMP

• To understand the rural social system with a special reference to a specific target group.
• To enable students to understand the socio-economic and cultural conditions of rural life and also issues pertaining to health and hygiene, caste problems, irrigation, electricity and agriculture.
• To enhance the knowledge of the students towards developmental schemes of the government and its impact on the rural Masses.
• To develop an understanding about the problems and rights of people in rural areas & the role of students in the effective implementation of developmental Schemes.
PRIMARY OBJECTIVES OF RURAL CAMP

• To provide a platform for students to understand the role of NGOs & peoples’ movement in rural issues.
• To analyse the rural social system, the approaches, and the strategies of intervention used by the organisation. Be it NGO or Government.
• To understand the nature of government intervention in relation to specific poverty groups in the region and the related structures of decision making and intervention.
SECONDARY OBJECTIVES OF RURAL CAMP

- To develop the capacity to critique the interventions of both the voluntary organisations and the government agencies in relation to the specific target group.
- To facilitate the experiences of group living, appreciate its values in terms of self-development, interpersonal relationship, sense of organisations, management and taking on responsibilities.
- To acquire skills in planning, organizing and implementing the camp for example,
  - Conscious use of time, communications skills, team spirit, handling relationship, decision making, evaluation, appreciations, cooperation and coordination.
• To encourage the students to take on concrete tasks to help the rural people in future.
• To provide with an opportunity by the students to fully understand the people and their lifestyles in a creative and constructive way in order to upgrade their experience and personality.
• To prepare students to serve for the nation and humanity
• To develop the personality of students and imbibe leadership qualities.
• To help students integrate into practice certain essential values for life like simple living, adjusting with minimum facilities and putting into practice the concept of dignity of labour and self-discipline.
FOCUS OF RURAL CAMP

1. From the Point of Curriculum:
   - The subjects that the students studied in the class room should be deeply reflected in the field. It should not be mere observation learning, but actually plunging into action through demonstration. For example,
   - Students of the Chemistry Department rightly chooses to conduct the consumer awareness programme by demonstrating some adulterated food and its adverse impact on health.
   - Students of commerce departments should study the business know-how, various marketing techniques and new innovation in business. Finally the observation of students should be translated to people to get more income in their work and showing them the way for marketing tie-ups to strengthen their work.
FOCUS OF RURAL CAMP

- Students of economics department should study the developmental schemes of the government and its impact on the rural Masses.

LAB to LAND & LAND to LAB

2. Contribution of Rural Camp in the Personality Development of the Students:
   - Sharpens the Management and Leadership Skills of students.
   - Helps students to understand the social systems and seeks to feel the pulse of the rural folk.
   - Provides the students to experiences the ground realities of rural living.
   - Rural camp environment and group leaving experience helps her self/him self to break her/his own self circle of self centered thinking and then she/he has realize other persons values.
FOCUS OF RURAL CAMP

3. The learning from students by various committees:
   
   All students, belonging to a particular committee, would do / participate in various activities / task. In the process of conducting activity through participation which happens through co-ordination, cooperation and involvement of members etc. give an opportunity to every individual to develop their life skills like

   - Creative thinking
   - Critical thinking
   - Effective communication
   - Interpersonal relationship
   - Self-awareness
   - Coping with emotions
   - Coping with stress
   - Empathy
   - Sympathy
Assessment – How?

- Visit to slums by staff in-charge of Outreach from the respective dept as well as two outreach coordinator
- Regular attendance
- Based on performance and creative methods
- Collective participation and team work of the students
- Chart-work
- Reports and documentation
- Reports that come in the Print Media
- Photos and documents
THE ROLE OF STAFF

1. To help students to understand the rural community and its problems by accompanying them.

2. To facilitate students
   a) to identity the issues and the problems in villages
   b) understand its socio-economic, cultural practices, and demographic characteristics.

3. To promote by recognizing students’ social and civic responsibilities and at the same develop their competence for group living and leadership with democratic attitude.

4. Being present with the students during ice-breaking session, prayer, group discussion, interaction, village visit, cultural programme, evaluation, documentary films and other events of the camp.
THE ROLE OF STAFF

5. Encouraging presence and accompaniment of staff with the students (24 hours x 6 days) will help them to fully involve themselves in the mission.

6. The department helps its students to connect the rural reality and his major subject.

7. To ensure that the students should maintain the academic discipline in village.

8. To channelize creative methods of approaching people among the students when they go for village visit.

9. To share the responsibilities as usual with the camp coordinator to lighten the burden.
THE ROLE OF STAFF

10. To ensure that the students come to the sessions on time.
11. Be a model to create a “we feeling” among the students of various departments.
12. Parental care to the students in their need, particularly when one falls sick.
13. Any problem in the camp with students or any other issue, kindly discuss with the camp coordinator for necessary action.
14. Understanding the rural reality, accommodating oneself, analyzing the context with the students to enable them as effective instruments in the goal of Nation building.

If not we, then who and if not now, then when???
THANK YOU

ALL THE BEST