

**Program Evaluation and Assessment:**  
**Outcomes of Service -Learning and a  
Research Agenda**

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**4<sup>th</sup> Asia-Pacific  
Regional  
Conference on  
Service-Learning**

**June 4 – 8, 2013**

# Defining expected outcomes in Service Learning

- Academic Learning outcomes

*“Every part of the cycle is rich with learning and growth opportunities, many of them happening as young people are guided through the process of identifying, planning, and carrying out service activities. It's important for practitioners to recognize the learning potential in each phase of the process and get students reflecting so that real learning takes place.”*

- Growth of student potential and leadership skills, problem solving, decision making, creativity etc

- Positive benefits to Community

- Social cohesion in the face of diversity

*“By bringing people together in collaboration, these (SL) partnerships can bridge intergenerational, ethnic, and cultural gaps; provide young people with strong role models; and strengthen community infrastructures.”*



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## SL programmes in Chennai: the presence, the scope

- Service modules already in place in Indian universities
- Sample : 13 SL programmes straddling disciplines across Science (Chemistry, Zoology, Physics), Arts (English) and Fine Arts
- Value in modifying service components to SL



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# Importance of Evaluation and Assessment



- Pre programme setting and clarification of objectives
- Systematic and ongoing assessment of progress/ difficulties/ strategy changes
- Assessment of academic learning at end of programme
- Assessment of service component
- Assessment of skill/ attitudinal changes in student (brainstorming, deciding strategies, creative application/problem solving, team work, interpersonal skills, rapport with community, growth of awareness)





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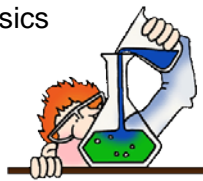
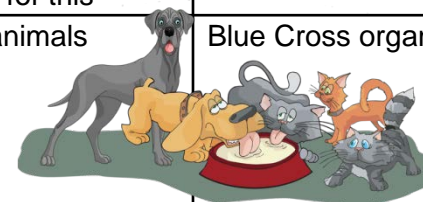
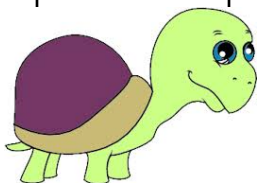
## Service Learning Programmes: Process

S.No	SL Programme Title	Academic Discipline	Collaboration	Activities	Community benefited/ connected with
1.	Water eco-system restoration From 2004	Chemistry -Water Purification, - Waste Water Treatment	Local Municipality approval 	Cleaned up a pond to increase water supply in the Tambaram neighbourhood. Provided tool kits for the local people to check the quality of the water supply and their ground water.	People in the area
2.	Food adulteration	Chemistry		Taught people how to check adulteration in food materials	Slum dwellers in Ranganathapuram, W. Tambaram
3.	Solid waste management	Chemistry	NGO Hand in Hand	Segregation of waste materials	Tambaram (Ward 31)
4.	Plastic recycling Trash to Cash	Chemistry Polymerisation	UBCHEA NGO - Hand in Hand	Used PET plastic bottles bought, cleaned, converted into pellets (depolymerisation) 	Self Help Group women (earned Rs. 75 per Kg)

# Service Learning Programmes: Process

S.No	SL Programme Title	Academic Discipline	Collaboration	Activities	Community benefited/ connected with
5.	Women Health and Hygiene	Zoology	Village Panchayat Social Workers	Awareness programmes with charts, puppet shows to educate women and children on nutrition and hygiene	Women in villages – Tambaram, Chinglepet,
6.	Tutoring Programme	Zoology 	Catholic Organisation	Tutoring children in the village schools Raised funds, in addition, to support children's needs.	School children in Pattinambakkam
7.	Painting children's wards in state hospitals 	Fine Arts	Logistic support from State run hospital administration	Painted walls of Children's ward in the RG Hospital, the cardiac ward in the Children's Hospital, the waiting room for children at the Family Court for domestic disputes, some classrooms in schools – Painting was educational and recreational – small games, the alphabet, stories, cartoon characters	The child patients in the hospitals, Children in a few schools Parents of these children Hospital staff
8.	Design Intervention	Fine Arts Textile Dyeing and Printing	USIS	Worked with women tailors in Self Help Groups in villages- teaching them block printing, sketching contemporary patterns, giving ideas for marketable products, teaching them about colour combinations; Helped them market these products in the college	Rural women

S.No	SL Programme Title	Academic Discipline	Collaboration	Activities	Community benefited/ connected with
9.	Government Museum – Zoology section	Advanced Zoology and Biotechnology		Labeling and cleaning specimens Preservation of rescued specimens, checking catalogues	Larger community Curator of Museum
10.	Turtle Conservation	Advanced Zoology and Biotechnology (Ecology and Animal Behaviour)	TREE Foundation	Trained to handle, clean and feed injured turtles Collect data on the turtles and the hatchery (measuring, reconstructing nests, recording temperatures for sex determination) Transit volunteers (to release baby turtles into sea) Organised awareness programmes in schools – preparing materials for this	Conservation workers Local fishermen School children Larger community
11.	Blue Cross volunteer programme	Advanced Zoology and Biotechnology (Field Zoology and Animal Behaviour)	Blue Cross	Walking and talking with the animals Cleaning and feeding Preparing a garden	Blue Cross organization Animals!
12.	STEPS project	Physics	NGO Aid India	Teaching of Experiential Physics Preparing of teaching materials	Children of Corporation Middle and High Schools, Kodambakkam St. Ebba's HS School Lady Sivasami HS School
13.	Remedial English programme	English	YWCA	Teaching English to students in vocational streams Remedial programme for WCC students of fundamental level proficiency Preparation of materials and workbook	Young women from disadvantaged backgrounds College students from Tamil medium/ first generation learner background



# Service Learning Programmes: Impacts and Assessment

SL Programme	Learning	Evaluation
Water eco-system restoration	<ul style="list-style-type: none"> <li>• Practical learning of water purification and waste water treatment</li> <li>• Academic presentation skills</li> <li>• Creative exploration – developing the tool kits to test water</li> <li>• Team work, brainstorming, problem solving, inter-personal skills</li> <li>• Personality development – commitment (beyond class hours, giving up vacations, confidence (student empowerment through ownership)</li> <li>• Local Knowledge – The use of drumstick pods to clean well water</li> <li>• Relating to community – Learning to communicate with local people while roping them in to check quality of water</li> </ul>	<p>Learning component tested as part of curriculum assessment</p> <p>Credits</p> <p>Discussions at regular intervals on development of programme</p> <p>Questionnaire at end of programme – to evaluate service component</p> <p>Value addition test developed by psychological professionals</p> <p>Student's performance and participation in period after programme</p> <p>Changes – Area around cleaned pond became a mini park.</p>
Food adulteration	<ul style="list-style-type: none"> <li>• Practical learning of food adulterants</li> <li>• Creative exploration – developing methods to teach the slum dwellers</li> <li>• Team work, brainstorming, problem solving, inter-personal skills</li> <li>• Personality development – commitment (beyond class hours, giving up vacations, confidence (student empowerment through ownership)</li> <li>• Relating to community – learning something of the slum community</li> </ul>	<p>Learning component tested as part of curriculum assessment</p> <p>Discussions at regular intervals on development of programme</p> <p>Questionnaire at end of programme – to evaluate service component</p> <p>Value addition test developed by psychological professionals</p> <p>Student's performance and participation in period after programme</p> <p>Health, Consumer awareness</p>





# Service Learning Programmes: Impacts and Assessment

SL Programme	Learning	Evaluation
Solid waste management	<ul style="list-style-type: none"> <li>• Practical learning of waste management</li> <li>• Academic presentation skills</li> <li>• Team work, brainstorming, problem solving, inter-personal skills</li> <li>• Personality development – commitment (beyond class hours, giving up vacations, confidence (student empowerment through ownership)</li> <li>• Relating to community – local workers who collected the dirty water samples and purged it</li> </ul>	<p>Learning component tested as part of curriculum assessment</p> <p>Credits</p> <p>Discussions at regular intervals on development of programme</p> <p>Questionnaire at end of programme – to evaluate service component</p> <p>Value addition test developed by psychological professionals</p> <p>Student's performance and participation in period after programme</p>
Plastic recycling Trash to Cash	<ul style="list-style-type: none"> <li>• Practical learning of plastic recycling, polymerisation</li> <li>• Creative exploration –research using different catalysts for process</li> <li>• Academic presentation skills</li> <li>• Local Knowledge – Rag pickers (uneducated) were informal recyclers: would segregate using visual and textural clues</li> <li>• Team work, brainstorming, problem solving, inter-personal skills</li> <li>• Personality development – commitment (beyond class hours, giving up vacations, confidence (student empowerment through ownership)</li> <li>• Relating to community – SHGs and Rag Pickers</li> </ul>	<p>Learning component tested as part of curriculum assessment</p> <p>Credits</p> <p>Discussions at regular intervals on development of programme</p> <p>Questionnaire at end of programme – to evaluate service component</p> <p>Value addition test developed by psychological professionals</p> <p>Student's performance and participation in period after programme</p> <p>Changes – Viable Employment for women</p> <p>Intervened in life of Rag pickers (collected data on their life conditions, met representatives of collectorate etc) obtained Govt benefits that ration card holders are eligible for</p>



# Service Learning Programmes: Impacts and Assessment

SL Programme	Learning	Evaluation
Women Health and Hygiene	<ul style="list-style-type: none"> <li>• Practical application of Health Education</li> <li>• Team work</li> <li>• Creative approach in planning needs and implementation strategies</li> <li>• Relating to community – Personal awareness of rural life and conditions</li> </ul>	<p>Materials and reports evaluated Teacher maintained diary recording students' work 2 Credits</p>
Tutoring Programme	<ul style="list-style-type: none"> <li>• Teaching practice</li> <li>• Team work</li> <li>• Relating to community – Rural school children, awareness of poverty</li> </ul>	<p>Materials and reports evaluated Teacher maintained diary recording students' work 2 Credits Letters of appreciation from the rural school teachers and the panchayat Children kept in touch later</p>
Painting children's wards in state hospitals	<ul style="list-style-type: none"> <li>• Practical learning of design, painting</li> <li>• Team work, brainstorming, problem solving, interpersonal skills</li> <li>• Personality development – commitment (beyond class hours, giving up vacations, confidence (student empowerment through ownership)</li> <li>• Relating to community – Students learnt to accept the hard conditions that exist in these surroundings and to value the people who had to survive in these conditions</li> </ul>	<p>Assessment of concept, planning, team work and execution. Credits Children/patients joined the activity with pleasure Change: The place was transformed, left a model for children friendly environment</p>



# Service Learning Programmes: Impacts and Assessment

SL Programme	Learning	Evaluation
Design Intervention	<ul style="list-style-type: none"> <li>• Practical learning of designs, materials, products, studying talent pool and adapting designs</li> <li>• Team work, brainstorming, problem solving, interpersonal skills</li> <li>• Personality development – commitment (beyond class hours, giving up vacations, confidence (student empowerment through ownership)</li> <li>• Relating to community – Rural women</li> <li>• Local Knowledge – Techniques employed by the SHG women, their expertise in stitching</li> </ul>	<p>Assessment of concept, planning, team work and execution. Credits</p> <p>Change: Viable employment opportunity created for these women</p>
Government Museum – Zoology section	<ul style="list-style-type: none"> <li>• Practical learning of invertebrates and chordates, cataloguing</li> <li>• Understood concepts and terms better</li> <li>• Team work, learning to work in a different environment</li> </ul>	<p>Evaluation of reflection journal and final feedback Credit and certificate Better academic performance in later semesters</p>
Turtle Conservation	<ul style="list-style-type: none"> <li>• Practical learning of animal behavior and ecology</li> <li>• Understood concepts and terms better</li> <li>• Team work, learning to work in a different environment</li> </ul>	<p>Evaluation of reflection journal and final feedback Credit and certificate Better academic performance in later semesters Creativity in awareness campaigns Organisational skills</p>



# Service Learning Programmes: Impacts and Assessment

SL Programme	Learning	Evaluation
Blue Cross volunteer programme	<ul style="list-style-type: none"> <li>• Practical learning of animal behavior and environment</li> <li>• Understood concepts better</li> <li>• Team work, learning to work in a different environment</li> </ul>	<p>Evaluation of reflection journal and final feedback</p> <p>Credit and certificate</p> <p>Better academic performance in later semesters</p> <p>Applications in later projects and assignments</p>
STEPS project	<ul style="list-style-type: none"> <li>• Greater insights into Physics concepts</li> <li>• Insights into teaching methodology (training by Teach India)</li> <li>• Team work, brainstorming, problem solving, inter-personal skills</li> <li>• Personality development – commitment (beyond class hours, confidence (student empowerment through ownership)</li> <li>• Improvement in Communication skills</li> <li>• Organisational skills in planning the logistics</li> <li>• Relating to community – children in state run schools, from economically poor sections of society</li> </ul>	<p>Reflection after each activity</p> <p>Posters – road map of student's journey</p> <p>Log book maintained</p> <p>Questionnaire</p> <p>Pre-test and post-test on school children taught to assess learning</p> <p>Careers – a few in teaching and management</p>
Remedial English programme	<ul style="list-style-type: none"> <li>• Practical application of English Language Teaching skills</li> <li>• Insights into teaching methodology</li> <li>• Team work, brainstorming, problem solving, inter-personal skills</li> <li>• Personality development – commitment (beyond class hours, confidence (student empowerment through ownership)</li> <li>• Improvement in communication skills</li> <li>• Relating to community – young women from economically poor sections of society</li> </ul>	<p>Assessment of materials created</p> <p><b>Certificate</b> of project participation</p>



# Research agenda

## Research on **I**mpact

- Given history of India and service involvement of students – why SL has not taken off: difficulties in terms of rigid curricular design (autonomy limited): faculty and student motivation in terms of extra time and effort
- SMC model: older faculty passing on the torch
- Academic growth: pre and post testing
- Impact on community: core community, government, related groups, also parents, media: snowball effect on community
- Skill and personality development: psychological testing (with limitations): follow up -return to service, impacts in careers



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## Research on Implementation of SL programmes

- Comparative studies on what Methodology works better in given contexts
- Research into the deficiencies in planning, in setting of objectives and weaknesses in implementation helping plug the weak spots.
- Exploring space within the system; eg. tweaking 'Extension Activity' space specified by the university into department run SL programme: Field Work, Practical work also offer scope: to assess the advantages in converting them into SL programmes



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## Research on **I**mplementation of SL programmes

- Inter-disciplinary studies
- to suggest templates of assessment for more clearly defined outcomes. Eg – Statistics department could study the context of a survey done by another discipline and provide templates for sample size: Psychology departments could assess SL work done over a period and devise psychological assessment tools to measure growth.
- On experiments in SL programmes that link academic disciplines (for example – teaching of English and Theatre or Music) and explore possibilities for more such



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## Who will take up this research?

- Graduate and Research classes of departments that have SL programme
- Social Work, Education and Psychology departments
- Statistics and Management departments

These exclude institutional and outside agencies that may conduct the research.



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## The impetus Research can give to SL

- Convert small experiments into popular academic programmes
- Provide templates as guidelines for practitioners and facilitators: base strategies will smoothen and further implementation; encourage creative modification
- Stem the malaise of individualism that has fragmented society
- Help understand the process of change and growth, thus helping ourselves and society.

*"I slept and I dreamed that life is all joy. I woke and I saw that life is all service.  
I served and I saw that service is joy."*

— [Kahlil Gibran](#)



*"The best way to find yourself is to lose yourself in the service of others."*

*- Mahatma Gandhi*

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