

"A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience along with teaching civic responsibility" - National Service-Learning Clearinghouse USA.

Service-Learning at CHRIST (Deemed to be University)

At CHRIST (Deemed to be University), Service-Learning is **Credit Bearing** academic learning, integrated with community engagement. Through Service-Learning (S-L), students participate in **organised community intervention and critically reflect on academic learning systematically to develop a sense of responsibility and reciprocal knowledge for an inclusive society.**

Service-Learning (S-L) is integrated into curricula to enable students to apply their knowledge in community engagement and intervention activities for reflection and assessment. The S-L programme requires students to engage with the community to address their identified needs and hone their academic skills and commitment to socially responsible practices. S-L is an efficacious methodology that provides the experience necessary to enhance students' communication skills, ethical reasoning and technical abilities. It empowers students to explore their interests and passions and attempt to solve societal problems, employ leadership skills and examine their sense of justice, while investigating authentic community issues and concerns. S-L also enables students to capitalise on their cognitive, affective, intuitive, and societal characteristics, which differentiate learners actively involved in S-L from others.

Centre for Service Learning

The Centre for Service-Learning of the University facilitates community-based experiential learning opportunities to students and faculty members for collaborative beneficence. The Centre seeks to provide a platform to align the university's Vision and Mission, forming leaders and agents of social change, while integrating academic research in transforming policies and institutions to ensure holistic development for all.

The Centre for Service-Learning capacitates students and faculty members with meaningful community engagement for collaborative learning and research through sustainable partnerships.

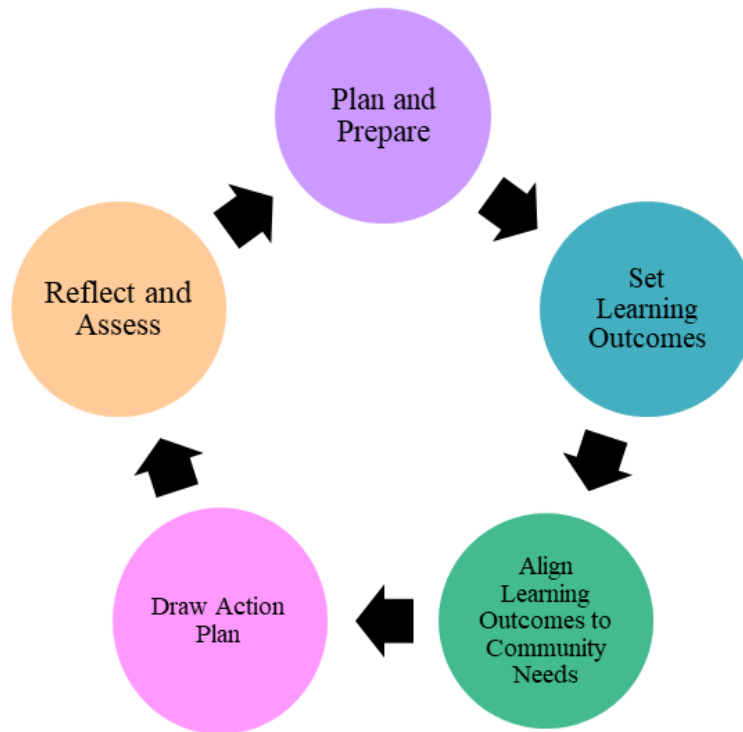
Functions

The Centre will:

1. Facilitate Service-Learning courses in all the undergraduate/postgraduate programmes.
2. Organise capacity-building workshops and provide training to faculty members and students to implement S-L in the department.
3. Periodically review the progress of S-L courses in various departments and suggest measures to strengthen them if necessary.
4. Help departments design and develop curricula for S-L.
5. Organise conferences and seminars for knowledge sharing and development in S-L.
6. Facilitate inter-departmental/inter-institutional knowledge experiences to improve S-L practices.
7. Collaborate with institutions and organisations to facilitate S-L activities.

I Institutional Framework for Service-Learning

Service-Learning Practice



Plan and Prepare: Faculty members plan and prepare the Service-Learning curriculum, which is discipline-specific. The number of hours required for classroom teaching and community engagement should be specified in the S-L course content. Faculty members should explore experiential learning opportunities through planned S-L activities.

Set Learning Outcomes: Learning outcomes articulated in the S-L course/curriculum should focus on some qualities. Students should be:

1. Able to understand and reflect on social and cultural aspects of their personal identities.
2. Accountable and responsible for their actions, develop connections with the community to provide solutions for issues.
3. Exhibit social justice and be equitable to members.
4. Demonstrate the soft skills of good communication and reciprocity in all community engagement activities.
5. Develop cultural sensitivity and civic engagement, awareness and respectfulness to diverse cultures.
6. Display reciprocity in learning and readiness to teach and learn from the community for mutual benefit.

Note: There could be subject-related outcomes to measure students' application of knowledge in community engagement.

Align learning outcomes with community needs: Faculty supervision/S-L mentoring would encourage students to explore community issues they might encounter and have experiential learning opportunities at the institution and in community settings. Addressing the community's needs involves faculty members brainstorming with students to take up suitable S-L assignments/projects/ tasks that address the community's needs.

Draw Action Plan: Encouraging students to engage in a meaningful S-L experience will help students to develop important knowledge, skills and attitudes to benefit the community. Reciprocity is the key for mutual learning and realisation of S-L goals

Reflect and Assess: Through reflection, students will be able to link connections between the S-L experience and what they have learnt during their classroom interactions. It helps students to give an account of their learning experiences systematically. Students' learning should be assessed and graded with the help of evaluation rubrics. Assessment should be continuous (before, during and post S-L engagement) and focus on positive change facilitated in the student/community through structured S-L engagement.

Quality Indicators/ Principles of Service Learning

1. **Academic credits for student's learning** - Academic credits and grades will be awarded to students based on their learning experience and outcome. Academic credits should not be granted for the quality of service offered by the community.
2. **Academic rigour** – Efforts to encourage active translation of classroom learning to community practice need to be initiated, as there would be chances when S-L can be considered a soft learning practice. To facilitate academic rigour, it is essential to tap core classroom skills that can be translated into community practice and provide opportunities for students to learn from unorganised and unstructured learning settings.
3. **Learning objectives and outcomes** - Well-established and structured learning objectives are essential to measure the quality of S-L. In order to maximise students' learning experience, prior planning of S-L course content and learning objectives are required. S-L objectives should be aligned with learning outcomes.
4. **S-L agreements** - S-L activities should be developed in consultation with community practitioners/NGOs. Departments are encouraged to undertake S-L agreements with community partners. Faculty members should establish criteria for the selection of community partners.
5. **Learning strategies for community engagement** – S-L records/journals should not merely record the number of hours and the learning activities, but should also be an introspection of the S-L experience. Concurrent reflection notes at different stages of S-L would serve this purpose. Continuous faculty inputs, handholding and supervision would enhance S-L outcomes.

6. **Prepare and support students for community learning** - Faculty mentoring and support should be provided for students who lack meaningful learning experiences from the community. Students should be encouraged to switch learning roles in academic and community settings.

7. **Faculty commitment** - Faculty should work towards facilitating pedagogical methods that include providing the necessary guidance and training for students.

8. **Community learning orientation** - One of the most important requirements of an S-L course is committed civic engagement. The S-L curriculum should not only enhance academic learning for students, but should also encourage enthusiastic civic learning, which will be essential for purposeful academic learning.

9. **Group engagement** - Creating S-L groups can help students to work collectively toward the goals of S-L. This would add diversity to learning and would encourage student participation, cohesiveness and team spirit.

10. **Getting the approval of the BOS** - The Department should pass the proposed S-L curriculum in the academic Board of Studies and maintain the minutes of the curriculum approved by the BOS for S-L.

(Howard, J. (1993). Community service-learning in the curriculum: In J. Howard (Ed.), *Praxis 1: A faculty casebook on community service learning* (pp. 3-12). Ann Arbor: OCSL Press. Howard, J. (2001). Principles of good practice for service-learning pedagogy. *Michigan Journal of Community Service Learning*, summer 2001, pages 16-19.

A. Academic Leadership Support and Commitment

1. Deans and heads of academic schools/departments will champion the cause of S-L as a pedagogy and community engagement tool.
2. The commitment of individual educators in their respective schools/departments should be acknowledged and incentivised for promotions.
3. Support to conduct S-L courses including workload management and logistics for successful implementation by faculty members and student cohorts.
4. Aligning the strategic plan of the school/department with the S-L courses in terms of teaching-learning, research and extension activities as outcomes.
5. Leaders are responsible for the demonstration and celebration of S-L initiatives of the school/department.

B. Faculty Support and Commitment

Faculty members should:

1. Integrate S-L approaches in their respective subjects by developing modules/curricula to ensure the efficacy of S-L for learning outcomes.
2. Maintain a pre-survey and post-survey form of the students, which will measure the learning outcome.
3. Adopt appropriate learning evaluation strategies to assess the students responsible for monitoring and evaluating S-L courses.

4. Mentor the student community to assess the community needs, mapping them to student learning, designing S-L strategies and implementation.
5. Conduct orientation on assessment of community needs, planning and implementation of S-L goals to students before entering the community and provide continuous handholding throughout the process.
6. Accompany students on study visits or exchange programmes with S-L providers.
7. Collaborate with local, national, and international institutions to enhance S-L activities through the Centre for Service-Learning.

B. Student Leadership and Participation

Before taking up S-L, students should:

1. Obtain a letter of approval from the Centre/Department.
2. Make a pre-service survey on the community and location that can fit the S-L goals, and prepare a checklist about the community, which should assess whether the S-L goals can be accomplished or not.
3. Identify the needs of the community, which should be rightly addressed in their S-L activities.
4. Ensure that the S-L concepts are aligned with the community's needs.
5. Prepare a chart that will indicate the community's needs, feelings, expectations and challenges.
6. Offer paramount commitment to a project or an assignment, as the community will count on the students once they commit.
7. Respect the feelings of the community and be sensitive to their needs.
8. Follow basic etiquette and instructions while working with the community.
9. Maintain a journal with their learning outcomes and reflections.

C. Community Partnership/ Service Agencies

1. The community partners should schedule the sessions for the student/s or groups.
2. It is necessary to develop a chart with the community's needs and feelings.
3. Partners should help students to identify the right community to execute their projects or assignments.
4. The community/service agency should be ready to accommodate students working in the community.
5. The community partners/service agencies should recognise the partnership's needs with the institution.
6. Service agencies will help the students to recognise the community's needs and provide support to meet their needs.
7. At the end of each session, the community partners/ service agencies should provide necessary feedback to faculty members and students from the beneficiaries.
8. The service agency should plan orientation and training to students and faculty members about the community and their service requirements.
9. Students/ educators should be instructed about the safety measures and protocols to be followed in communities.

II Guidelines for Designing Service-Learning Course

1. Title of the Service-Learning Programme/Course/ Component

The S-L programme/course/component included in the curriculum should clearly specify the title, the duration of the course, and the contact hours per week/semester to be spent in the community. The course should also specify the credits allotted for the completion of the programme. The course requirements should specify whether it is mandatory for all UG/PG programmes. The course can also specify if any specific community or target group should be considered for the S-L programme.

2. Course Objectives and Learning Outcomes for Students

The course objectives and learning outcomes should be clearly articulated, keeping in mind the following rules:

1. The course objectives have to be framed with students' learning, holistic development, and community in mind.
2. The learning outcomes can be based on the themes and the **SMART phenomenon**: S-Specific, M-Measurable, A- Attainable, R-Realistic, T- Time frame.
3. Learning outcomes should have reciprocity (how students are benefited from the community and how the community benefits from students), with the component included.
4. They should outline the personal and interpersonal skills acquired during community engagement. (Such as Understanding Self, Communication Skills, Desire to serve others, Ability to work in teams and Leadership skills.)
5. They should also measure the understanding and application of knowledge (level of understanding of the concepts learnt in the classroom and application of knowledge for community engagement and improved learning. Develop the ability to apply their learning to social issues, understand the complex subject matter and identify social issues with the course content.)
6. The outcomes can also include their curiosity in community engagement and reflective practice. (Develop the desire to participate in community engagement, curiosity, and reflective practice. How their motivation to serve the community is sustained.)

Examples of learning outcomes:

To reflect on their learning, experience, and the change in their behaviour through S-L activities.

To develop and demonstrate personal and interpersonal skills acquired via the S-L components.

To identify, discuss and apply content learnt in the course to new and relevant situations in the community through the S-L experience.

To identify, discuss and demonstrate their understanding of environmental issues by working with their community partners on a project dealing with environmental concerns.

To reflect through practice, identify the complexities of social issues, and apply learning to provide solutions for community situations.

To demonstrate and evaluate the government/NGO schemes for the welfare of the community.

To develop a commitment to use their knowledge and skills to contribute to the benefits of the community.

To develop research connections to improve academic inquiry to serve the community better.

3. Course(s) Content

The Service-Learning course content should be specific and has to specify the number of hours in classroom engagement and community service (Can be modified as per course requirement). *As per UGC guidelines, 30 hours (15 hours - online/offline classroom instruction on S-L + 15 hours of compulsory community engagement).*

Other Details to be included in the Course

1. Individual/group activity
2. Orientation of students
3. Timeline
4. Continuous evaluation pattern
5. Maintenance of a journal with a record of the plan and report of each visitor's activity carried out
6. Mode of travel, attendance claims, and norms

4. Assessments and Grading

In S-L, the credit is awarded for students' learning and experience. As a policy, we discourage the grant of credit or grading based on hours of service performed. The course assessments should be clearly stated along with evaluation rubrics. The approach makes sense for the performance of service. There are ample tools available for reflection and assessments. The assessment should be based on the learning objectives and outcomes of the course. Students should be able to articulate their learning experience from community engagement to achieve desired outcomes. Assessment will be effective only if it is based on educational values and allows students to reflect and integrate their learning through application. Also, assessments should ensure academic integrity and be used in conjunction with rigorous evaluation. The following guidelines should be met while developing assessment tools and evaluation rubrics.

1. The minimum number of hours needed to meet the requirements for earning the credits.
2. Assessments should be continuous and should be conducted on specific tasks performed through community engagement.
3. The assessment rubrics are developed with specific criteria for evaluation.
4. Reflections should be an important component for assessment. They can be conducted through group discussions/ journals/ reports/ portfolios/ student forums/ presentations/ any other assignments.
5. Community and peer feedback can be part of the assessment process.

Proposed Model to implement Service Learning at CHRIST University

1. The Centre will facilitate the departments to introduce and review Service-Learning, which are two-credit Ability /Enhancement/Core/ Skill Enhancement/Generic Elective, discipline-specific courses.
2. The Centre for Service-Learning will offer SL courses to collaborative universities/ institutions and Optional Placement Departments. The Centre will design S-L courses and develop course content, delivery and conduct assessments and evaluations.
3. The Centre will also offer value-added courses to all stakeholders that is (students, faculty members, alumni and community partners).

Course Description:

This course will be offered to the second-year students for the three-year UG Programme, and in the third-year for the four-year UG programme, with an opportunity to participate in the 30 hour, two-credit ability enhancement courses on S-L, which consists of 15 hours of classroom engagement and 15 hours of community engagement in a given semester.

Students will learn about the significance and fundamental characteristics of S-L, while applying these concepts to community needs in real-time.

S-L gives a firsthand opportunity for a student to utilise his/ her academic knowledge and skills. At the same time, the community gets service volunteers to strengthen its disadvantaged groups. Students in the programme work towards positive, sustainable change in the community, while enhancing their education. All placements must be unpaid, non-profit organisations (or working to obtain status) and pre-screened by the Centre for Service-Learning.

COURSE LEARNING OUTCOMES:

At the end of this course, students will be able to:

- Identify and apply the principles of S-L in social activities and reflections
 - Demonstrate the concepts of community engagement to solve real-life problems of the community.
 - Distinguish between S-L and volunteerism, community service, and internship/cooperative education
 - Complete a project/ report/ reflection assignment featuring their service experiences
 - Service-learning Activities/ Assignment is designed to promote student development through
1. Social commitment and community engagement
S-L students
 - Recognise that they do have a social responsibility
 - Enhanced sense to be part of the community and act with integrity
 - Higher engagement and understanding of the community
 - Ability to assess community needs

- Sustained interest in community engagement /service

2. Recognise and act as change agents

S-L students

Recognise that they have the potential to make a difference in the community.

- Identify problems of the community, and gaps in resources and propose solutions for the identified problems.
- Build teamwork and develop leadership skills required for community engagement
- Develop flexibility and adaptability to work with community settings.

3. Learning from the community through reflection

S-L students will learn

- Critical evaluation and application of discipline-based knowledge
- Ability to draw connections from the course content to real-life problems
- Demonstrate knowledge and apply skills to community issues.
- Enhance ability to reflect and learn from community

4. Develop skills to work with diverse community groups with mutual trust.

S-L students develop

- Greater awareness to work with diverse communities.
- Enhance tolerance and appreciate different perspectives
- Increase and improve competence to interact with a diverse community

Title: Service-learning and Community Engagement.

Unit-1

Teaching Hours: 15

Introduction (Service Learning activities will be Department Specific)

Service-Learning: The Concept, Objectives, and Scope; Need for Community and Academia (University) Interface.

The action plan for Service-Learning: Awareness, planning, prototype, support, expansion, and evaluation.

Outcomes of service-learning: Personal, social, learning and career outcomes.

Unit-II

Teaching Hours: 15

Community engagement and participation - Investigate the problem and align the course's objectives and outcomes to the problem identified; take responsible action and reflect on the learning. Identification of the community's problem/needs - Describe the nature of the problem; state reasons for students considering it as a pertinent problem among others; identify the details available in the current literature; what the different approaches/models are to address the problem and propose a solution; submit a record/report on their learning and observation and conclude with the dissemination of information for discussion.

Details of Assessment

Component 1: Fieldwork (10 marks)

Students are required to identify the community partner in groups and spend two hours a week or a total of 15 hours during the semester involved in supervised community service; engagement in activities pertaining to children and youth tutoring, community organisation, conduct needs assessment and spread awareness on issues affecting their rights and interests.

Students need to prepare the eight-block model to facilitate the supervised community service at the outset. Soon after the completion of fieldwork, students are expected to submit a reflective journal and a brief presentation of their completed activities. Towards the completion of the required hours of S-L, the certificate of completion needs to be obtained from the community partner and submitted.

Assignment details: Individual submission

Learning outcomes:

After the successful completion of supervised community service fieldwork, students will be able to:

LO 1: Conduct the need assessment and design an effective intervention

LO2: Develop flexibility and effective reflective capacity

LO3: Exhibit professionalism and development

Evaluation rubrics

| | 10-8 | 7-5 | 4-3 | 2-0 |
|--|----------------------------------|---------------------------------|------------------------|---------------------------|
| | Excellent | Good | Satisfactory | Needs Improvement |
| Identification of problem & its significance | Exhaustive | Comprehensive | Sufficient | Lacks clarity |
| Effective design of a module | Apt and wide range of activities | The optimum range of activities | Sufficient activities | Inappropriate method |
| Implementation of plan | Maximum execution of the plan | The plan is mostly executed | Satisfactory execution | Insufficient execution |
| Teamwork | 100% contribution | 75% contribution | 50% contribution | Insufficient contribution |

Component 2: Reflective Journal (10 marks)

Assessment description:

Students shall submit a reflective journal entry (not more than 1,000 words) based on the work that has been done during the S-L activities (i.e., the significance of the identified problem/issue, plan and procedures, intervention module, implementation, issues in the implementation, how it was amended and summary of the day's outcome).

Assignment details: Individual assignment

Learning outcomes:

To enable students to identify a significant problem in a community setup.

To support students to plan and implement periodic service activities with respect to the needs of the identified community partner.

To help students to identify and link the activities to learning through service.

Evaluation rubrics

| | 10-8 | 7-5 | 4-3 | 2-0 |
|--|--|--|---|---|
| | Excellent | Good | Satisfactory | Needs Improvement |
| Identification of problem & its significance and | Exhaustive, apt and wide range of activities and | Comprehensive The optimum range of activities, | Sufficient identification, activities and minimum | Lacks clarity, inappropriate method and |

| | | | | |
|--|--|---|---|--|
| effective design of module in line with the objectives of S-L and its implementation | maximum coverage of plan implementation | adequate coverage of plans and implementation | coverage of plans of implementation | insufficient execution |
| Regularity in visiting and journaling and quality of reflection | Prompt visiting and submission of thorough journaling work and excellent reflection with consideration of all the three stages of reflection | Good frequency in visiting and submission of regular journaling work and reflection is satisfactory, all the three stages are mentioned | Adequate frequency in visiting and submission of thorough journaling work. and Quality of reflection is moderate, lacks details of reflection at various levels | Irregular frequency in visiting and non-submission of journaling work. Quality of reflection is not at all satisfactory, improvement, the reflection is restricted to the daily log. |

Component 3: Service-Learning report (20 marks)

Assessment description:

Students shall submit a complete report (not more than 2,000 words) based on the work that has been done during the S-L activities (Significance of the identified problem/issue, plan & procedures, intervention module, implementation, a summary of the outcomes, conclusion, and references- Appendix: work log details).

Assignment details: Individual assignment

Learning outcomes:

To conduct a needs analysis to identify a significant problem that prevails in a community set-up.

To apply knowledge and skill to plan and implement relevant activities with respect to the needs of the identified community partner.

To demonstrate teamwork and peer learning in community actions.

Evaluation rubrics

| | 20-16 | 15-10 | 9-6 | 5-0 |
|----------------|---|---|---|---|
| | Excellent | Good | satisfactory | Needs improvement |
| Project Design | Excellent design is reflective of the resources, time frame and needs with a clear plan to assess the outcome. Submitted the certificate on time. | Good design. Consideration of the need of the community, reflective of the resources and needs, and appropriate plan to assess outcomes. Submitted the certificate on time. | Design meets satisfactorily the requirements of the community and skillsets; choice of community partner is satisfactory, resources and assessment plans have satisfactorily Submitted the certificate on time. | The plan is not at all satisfactory, and fails to meet the minimum requirements. Submitted the certificate on time. |

| | | | | |
|-------------------------|---|---|--|---|
| Project implementation | Excellent choice of community partner, which matches the need of the community and student capacity, effective implementation, and expressed flexibility during the difficulties. Achieved most of the proposed goals without fail, effective reflection. | Choice of community partner, student capacity and implementation is good, could not foresee difficulties or express flexibility in the face of difficulties, a good reflection on the goals and plans | Satisfactory choices and implementation, a satisfactory level of reflection. | Choices and implementation are not satisfactory and lack reflection. |
| Professionalism | Excellent at the regularity of work expresses continuous learning and growth through reflection and professional behaviours. | Good regularity of work showed interest in learning and growth through reflection, professional behaviours | Regularity of activities is satisfactory, reflection is satisfactory, but not contributing to growth and development | Work is not regular, and growth and development are not satisfactory. |
| Individual contribution | Excellent | Good | Satisfactory | Needs improvement |

Component 4: Viva-voce (10 marks)

Students need to present the report and undergo an individual *viva-voce* towards the end of the course.

Evaluation Rubrics

| | | | | |
|-------|------|-----|-----|-----|
| Score | 10-8 | 7-5 | 3-4 | 0-2 |
|-------|------|-----|-----|-----|

| | | | | |
|--|---|--|--|---|
| Fielding of questions | Excellent fielding of questions | Fielding of questions is of quality. | Fielding of questions is satisfactory | Poor handling of questions. |
| Understanding of details and reflections | Excellent understanding, excellent reflection; | Shows good understanding, and reflection. | Satisfactory understanding of the overall work, reflections are satisfactory | Needs improvement, shows poor understanding, reflections are not satisfactory |
| Presentation | Excellent presentation of learning inclusive of all aspects | Good presentation of learnings, inclusive of major aspects | Satisfactory presentation of learnings, inclusive of most aspects | Poor presentation |