



# MARIS STELLA COLLEGE

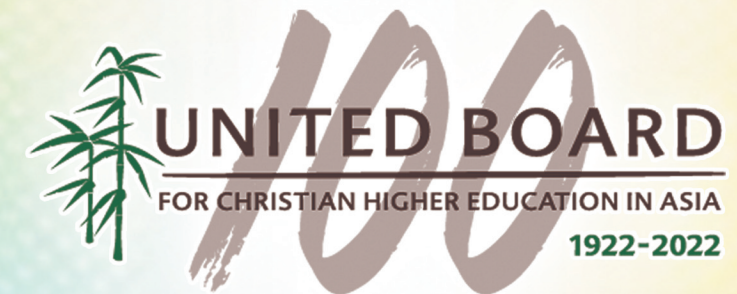
(Autonomous), Vijayawada-8.

A College with Potential for Excellence  
NAAC Accredited & ISO 9001:2015 Certified

## Project Completion Report January 2022 to December 2023

On  
**Towards Transformed and Emancipated Communities through  
'Whole Person Education': From Pedagogy to Praxis**

Sponsored by  
**UNITED BOARD FOR CHRISTIAN HIGHER EDUCATION  
IN ASIA INDIA PROGRAMME**



**MARIS STELLA COLLEGE (AUTONOMOUS)**

NH 16 Service Rd, Beside INOX LEPL Icon - Patamata, RTC Colony, Benz Circle, Vijayawada, Andhra Pradesh 520008





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**(Autonomous), Vijayawada**

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Benz Circle, Vijayawada, Andhra Pradesh 520008**

## FOREWORD

In a domain where education's value extends beyond academic accomplishments, Maris Stella College has emerged as a beacon of transformative learning through its Service Learning Project titled "**Towards Transformed and Emancipated Communities through 'Whole Person Education': From Pedagogy to Praxis**," generously sponsored by the United Board. Grounded in the philosophy of nurturing individuals to their fullest potential, the college has redefined education by seamlessly integrating service learning into its curriculum, thereby fostering holistic development among its students.


Service Learning, is a powerful strategy that intertwines meaningful community service with instruction and reflection, enriching the learning experience, instilling civic responsibility, and fortifying communities. Maris Stella College's vision of Empowerment, Enrichment, Excellence, and Transformation resonates deeply with its mission to contribute to a just and equitable society through quality education, leadership, and social responsibility, while upholding academic excellence and ethical values.

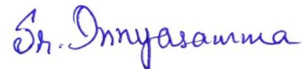
The college's mission lies a profound sense of responsibility towards society, compelling students to actively address community needs. Infused with humanistic values, students grasp the inter-connectedness of humanity, propelling them towards meaningful contributions to societal progress. This ethos of social commitment drives them to embody compassion, empathy, and dedication to the common good, bridging the gap between theory and action.

The Service Learning Project is designed with three overarching goals: to formulate and implement a service learning-based curriculum, to enhance crucial life skills among students through service learning pedagogy, and to nurture students into whole persons - intellectually, spiritually, and ethically - empowered to become lifelong contributors to society.

The anticipated outcomes of this transformative endeavor are manifold, ranging from equipping faculty with the tools to design and implement service learning courses effectively to fostering lifelong commitments to social responsibility among both students and the teaching community. By adopting the village of Nidamanur as a focal point for implementing a service-learning-driven curriculum, Maris Stella College aims not only to enhance students' life skills but also to cultivate a profound sense of social responsibility and foster holistic development within both students and the community at large.

Through this integration of service learning into the curriculum, the college has forged a symbiotic relationship between academic learning and community engagement, thereby paving the way for the cultivation of empowered individuals poised to make a tangible difference in the society.

  
Dr. Sr. Kulrekha Mudartha  
PRINCIPAL  
I/c  
MARIS STELLA COLLEGE  
VIJAYAWADA-520 008

  
Dr. Sr. Innyasamma Gade  
L Project Coordinator

## ACKNOWLEDGEMENTS

"Gratitude is the fairest blossom which springs from the soul." - Henry Ward Beecher

With this sentiment of gratitude in mind, I humbly acknowledge the bountiful blessings of God bestowed upon us during our two-year service learning project. This journey wouldn't have been possible without the unwavering support of many incredible individuals.

First and foremost, I express my deepest appreciation to the United Board for their generous sponsorship, which made this project a reality. My sincere thanks also go to the Maris Stella Management for entrusting me with this responsibility and providing constant support throughout. I am particularly grateful to Sr. Sleeva Thumma, then Correspondent, and Dr. Sr. Jasintha Quadras, Principal, whose encouragement and guidance were instrumental in our success. I am grateful to Dr. Sr. Leena Quadras, the present Correspondent, and Dr. Sr. Kulrekha Mudartha, In-charge Principal, for their continuous support in executing project activities.

My immense gratitude extends to Dr. Krishnaveni, the IQAC Coordinator, for her invaluable guidance in planning and executing workshops for staff and students. I am also incredibly thankful to Sr. Sahaya, Head, Department of Social Work, who played a crucial role in coordinating all activities and meticulously planning with faculty and students. My heartfelt thanks go out to all the dedicated staff members and students who diligently planned and executed service-learning activities systematically.

Special thanks are due to Sri Seelam Ranga Rao, the Sarpanch, the administrative staff, and the entire community of Nidamanur village. Their warm welcome, support, and collaboration were indispensable to the success of our project. We extend our sincere thanks to the resource persons who facilitated our workshops on service learning to deepen our knowledge and appreciation of its diverse applications.

Simply doing the activities is not enough; documenting and recording their impact is equally important. I express my sincere gratitude to the faculty for submitting timely reports, and especially to Sr. Lourdu Mary and Ms. Saraja, Head, Department of Statistics, who dedicated significant time to reviewing and editing the reports before final submission. My thanks also go to Sr. Veronica D'souza, Ms. Sarada, and Ms. Lakshmi for meticulously managing and maintaining the project finances.

Last, but certainly not least, I extend my heartfelt thanks to Mr. Koti, the technical staff, and all those who directly or indirectly contributed to the success of this service learning project. Your support, big or small, has made a remarkable difference.

Dr. Sr. Innyasamma Gade, fmm  
S-L Coordinator

<b>CONTENTS</b>	<b>Page Nos.</b>
1. Introduction	1
2. R3_SL_WPE_Completion Narrative Report	3
3. Five-day virtual faculty training program on ‘Concepts and Service Learning Models’, 7 - 11 February 2022 - <b>Appendix 1</b>	19
4. Two-day Workshop for faculty and students on ‘Towards a Meaningful Service- Learning: Tips and Strategies’ from 25 - 26 July 2022 – <b>Appendix 2</b>	25
5. One-day workshop for faculty on Integration of Community Service and Service Learning 20 <sup>th</sup> December 2022 <b>Appendix 3</b>	31
6. Training program for faculty on Research & Publications through Service-Learning Programs <b>Phase I</b> – Five-Day Program in Virtual Mode-9-13 January 2023 <b>Phase II</b> - Two Day Workshop on RM: 25.04.2023 & 26.04.2023- <b>Appendix 4</b>	34
7. Two-Day Capacity Building Workshop for Faculty on Andrew Furco's Self- Assessment Rubric for the Institutionalization of Service-Learning in Higher Education from 4 - 5 Dec. 2023 - <b>Appendix-5</b>	44
8. i. Visit to Lady Doak College, Fathima College & The American College, Madurai as part of the Service-Learning Project from 29 May to 2 June 2022 ii. Visit to Christ University, Bangalore as part of the Service-Learning Project from 09 –11 March, 23 - <b>Appendix 6</b>	48
9. One-Day Session for students on Demystifying Community Service: Concepts and Contours <b>14 December 2022</b> - <b>Appendix 7</b>	55
10. Interactive session for students on Government Sectors at Gross-root Level on 2.2.2024 – <b>Appendix 8</b>	58
11. Session for students on the Impact of Social Media on Community & Youth on 3.2.2024 - <b>Appendix 9</b>	61
12. Reports of A Pilot Study- 12 Service-Learning Certificate Courses – <b>Appendix 10</b>	63
13. Agreement Letters to Work in Nidamanur Village <b>Appendix 11</b>	105
14. Reports of 15 Service Learning Courses - <b>Appendix 12</b>	109
15. Evaluation Reports by Three Experts - <b>Appendix 13</b>	209
16. R5_Report - Endorsement Form	215

# **Towards Transformed and Emancipated Communities through 'Whole Person Education': From Pedagogy to Praxis**

## **Introduction**

In an era where education is evolving beyond the boundaries of traditional academia, Service Learning Project, "Towards Transformed and Emancipated Communities through 'Whole Person Education: From Pedagogy to Praxis," sponsored by the United Board, emerged as a beacon of transformative learning. Grounded in the philosophy of nurturing individuals to their fullest potential, Maris Stella College has integrated service learning into the curriculum fostering holistic development among students.

The college's **vision** is to Empower, Enrich, Excel, and Transform to contribute to a just and equitable society through quality education for leadership and social responsibility in an environment of academic excellence and sound values. In alignment with this vision, the college fosters a holistic approach to education, emphasizing the comprehensive development of individuals, and nurturing them intellectually, spiritually, and ethically.

The college cultivates spiritual development, fostering purpose, meaning, and connection to the higher self. Ethical advancement is emphasized through moral values, leadership, decision-making, and social responsibility toward others and the broader community. The college promotes intellectual growth through rigorous academics, critical thinking, problem-solving, innovation, and lifelong learning.

The college's **mission** statement fosters a sense of responsibility towards society, encouraging students to address community needs. Imbued with humanistic values, students understand the inter-connectedness of humanity, driving them to contribute to societal progress. Social commitment guides them to embody compassion, empathy, and dedication to the common good bridging the gap between theory and action.

Maris Stella College aimed to cultivate a service learning-based curriculum that not only imparted knowledge but also equipped students with essential life skills such as leadership, conflict resolution, and decision making. Through this approach, the college envisioned preparing students to emerge as intellectually astute, spiritually enriched, and ethically grounded individuals poised to make enduring contributions to society.

In pursuit of these goals, the project delineated clear objectives by empowering faculty with the tools and knowledge necessary to design and implement service-learning courses effectively, thereby benefiting both students and the community. By centering its educational approach on community needs, it enhanced learning outcomes that bridged the gap between pedagogy and praxis.

Collaboration lies at the core of Maris Stella College's mission. By forging partnerships with village Panchayath leaders in Nidamanur village, the college provided collective expertise for research and community development. Through this collaborative effort, it aimed to develop and refine modules in 'Whole Person Education,' ensuring their efficacy and relevance in diverse educational contexts.

The college adopted the village of Nidamanur as a focal point for implementing a service-learning-driven curriculum. The college's objective is to enhance students' life skills,

cultivate a strong sense of social responsibility, and foster the holistic development of both students and the community. By incorporating service learning into the curriculum, the college forged a mutually enriching connection between academic learning and community engagement, thereby fostering holistic development.

In alignment with the stated goals and objectives, the college organized several workshops for faculty and students covering a range of topics, such as "Concepts and Service Learning Models," "Towards Meaningful Service-Learning: Tips and Strategies," "Integration of Community Service and Service Learning," "Research & Publications through Service-Learning Programs," "Andrew Furco's Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education," visits to Lady Doak College, Fathima College, The American College in Madurai, and Christ University in Bengaluru, as well as sessions for students on "Demystifying Community Service: Concepts and Contours," "Government Sectors at Grassroots Level," and "The Impact of Social Media on Community & Youth."

Following three workshops and visits to other esteemed colleges and a university renowned for their pioneering service learning programs, both faculty and students conducted a 'Pilot Study' on various issues in Nidamanur village and other areas of Vijayawada. Drawing from this study, the college integrated service learning into the curriculum by implementing fifteen courses that seamlessly integrate community service. Additionally, four credits were allocated for first-degree students participating in these initiatives.

The evaluation report on the Service Learning project by three experts provided a detailed analysis of its implementation, outcomes, and impact, covering various facets. It assessed the effectiveness of the project in achieving its goals and its alignment with objectives. Methodologies, including workshops and fieldwork, were examined for their efficacy in enhancing students' understanding of service learning principles. The report evaluated community engagement, benefits accrued, and collaboration with stakeholders. It scrutinized student engagement, personal and professional development, and faculty roles. Overall, it offered insights into strengths, weaknesses, and areas for improvement, serving as a valuable tool for future planning and refinement of similar initiatives.

## APPENDIX 1



# MARIS STELLA COLLEGE

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Sponsored by UNITED BOARD

## FIVE DAY VIRTUAL FACULTY TRAINING PROGRAMME on CONCEPTS and SERVICE-LEARNING MODELS

7 - 11 February, 2022  
2.00 - 4.00 pm

Organised by the IQAC

### About Service-Learning (S-L)

Service-Learning is 'a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities, while engaging students in reflection upon what was experienced, how the community was benefited, and what was learned.' It enhances the curriculum by extending learning beyond the classroom and allowing students to apply what they've learned to real-world situations and provides opportunities for critical reflection.

### Objectives:

- To understand the difference between S-L and community service.
- To train faculty in the process or tools to be applied in S-L courses.
- To connect the faculty, students and the community with the mission of the college.
- To integrate Sustainable Development Goals based on S-L Project.

### Outcomes:

- Gain clarity on the concept and key elements of S-L.
- Understand the different models of S-L.
- Evolve a framework to incorporate S-L into the curriculum.
- Enrich and enliven pedagogy and praxis while integrating Sustainable Development Goals based on S-L Project.

Chief Patron

**Sr. Sleevea Thumma**

Correspondent

Patron

**Dr. Sr. Jasintha Quadras**

Principal

Resource Persons

**Dr. A.S. Priscilla**, Assistant Professor of Zoology &  
Dean of Academic Affairs (Sciences), Lady Doak College, Madurai

**Dr. G. Jayanthi Kalaivani**, Assistant Professor of Chemistry &  
Coordinator, Centre for Life Frontier Engagement (LiFE)  
Lady Doak College, Madurai

**Venue: Depts., Labs and Conference Hall**

Advisory Committee

**Dr. Girija Nambiar**

Dean of Planning and Communication

**Dr. C. Krishnaveni**

IQAC Coordinator

Organising Committee

**Dr. Sr. Innyasamma Gade**

Vice-Principal, S-L Project Coordinator

**Ms. Anuhya, Vice-Principal**

**Ms. A. Jyothisna**, Coordinator,  
Extension Activities



## PROGRAMME SCHEDULE

Day 1: 07.01.22		
2.00-2.03 pm	Prayer song	<b>Ms. Archana</b> , Dept. of Chemistry <b>Dr. Sr. Innyasamma</b> <b>Dr. Sr. Jasintha Quadras</b> , Principal <b>Dr. Spurgeon</b> , Director of South Asia Programs, United Board, Chennai
2.03- 2.05 pm	Introductory remarks about S-L training	
2.05-2.10 pm	Greetings & Wishes	
2.10-2.15 pm	Message	
2.15-2.17 pm	Introduction to Dr. A. S. Priscilla	<b>Sr. Sahaya</b> , HoD, Social Work <b>Ms. Jyothsna</b> , HoD, Political Science
2.17-2.20 pm	Introduction to Dr. G. Jeyanthi Kalaivani	
Time	Topic	Resource Person
2.20 –3.20 pm	Need for Service-Learning (S-L)  Activity – 1	<b>Dr. A.S. Priscilla</b> Assistant Professor of Zoology & Dean of Academic Affairs (Sciences), Lady Doak College, Madurai
3.20 – 4.20 pm	Nuts and Bolts of S-L  Activity – 2	<b>Dr. G. Jayanthi Kalaivani</b> Assistant Professor of Chemistry& Coordinator, Centre for Life Frontier Engagement (LiFE) Lady Doak College, Madurai
Day 2: 08.02.2022: Asynchronous Activities		
Day 3: 09.01.22		
2.00 –3.00 pm	Institutionalizing S-L  Activity – 3	<b>Dr. A.S. Priscilla</b> Assistant Professor of Zoology & Dean of Academic Affairs (Sciences), Lady Doak College, Madurai
3.00 – 4.00 pm	Models of S-L  Activity – 4	<b>Dr. G. Jayanthi Kalaivani</b> Assistant Professor of Chemistry& Coordinator, Centre for Life Frontier Engagement (LiFE) Lady Doak College, Madurai
Day 4: 10.02.2022: Asynchronous Activities		
Day 5: 11.01.22		
2.00 –3.00 pm	Framework for S-L Project  Activity – 5	<b>Dr. A.S. Priscilla</b> Assistant Professor of Zoology & Dean of Academic Affairs (Sciences), Lady Doak College, Madurai
3.00 – 4.00 pm	Sustainable Development Goals based on S-L Project  Activity – 6	<b>Dr. G. Jayanthi Kalaivani</b> Assistant Professor of Chemistry& Coordinator, Centre for Life Frontier Engagement (LiFE) Lady Doak College, Madurai
4.00 pm	Valedictory Session	

**Registration Link: <https://forms.gle/Hiwxdrq77TD9o4UU8>**

## **Five-Day Virtual Faculty Training Program on Concepts and Service Learning Models**

**7 - 11 February 2022 from 2.00 to 4.00 pm**

Starting a two-year Service-Learning Project, generously funded by the United Board, the IQAC meticulously organized a faculty training program with the specific goal of elucidating the necessity and significance of Service Learning.

The Five-Day Virtual Faculty Training Programme on ‘Concepts and Service Learning Models’ was organized from February 7th to 11th, 2022, from 2:00 to 4:00 pm. The resource persons were Dr. A.S. Priscilla, Assistant Professor of Zoology & Dean of Academic Affairs (Sciences), and Dr. G. Jayanthi Kalaivani, Assistant Professor of Chemistry & Coordinator, Centre for Life Frontier Engagement (LiFE), both from Lady Doak College, Madurai. In total, 60 faculty members from Arts, Commerce, Management, and Sciences participated.

The workshop spanned five days and covered a range of topics, including the Need for Service-Learning (S-L), the Practicalities of S-L, Institutional Integration of S-L, various Models of S-L, the Framework for S-L Projects, and the alignment of S-L Projects with Sustainable Development Goals.

At the end of the workshop, participants were expected to:

- Gain clarity on the concept and key elements of Service-Learning.
- Understand the different models of Service Learning.
- Enrich and invigorate pedagogy and praxis by integrating Sustainable Development Goals into the S-L Project.

The Day-1 program commenced with a prayer, seeking the blessings of God, followed by greetings from the principal, Dr. Sr. Jasintha Quadras. Dr. Sr. Innyasamma, Degree Vice- Principal and S-L Project Coordinator, then delivered her opening remarks. The keynote address was given by Dr. Maher Spuregon, Director of South Asia Programs at the United Board in Chennai. He emphasized transformative learning, moving from intellect to emotion and then to action.



Inaugural Session



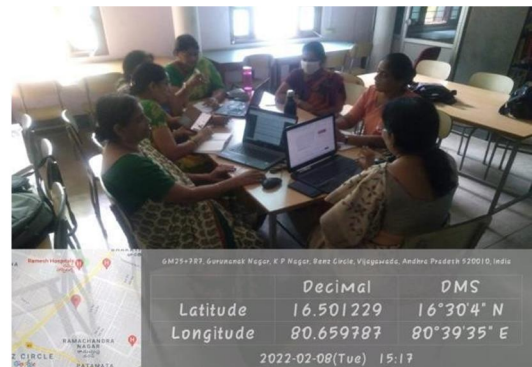
Faculty attending the session

The first session, led by Dr. A.S. Priscilla, delved into engaging Generation Z and cultivating necessary skill sets. Thought-provoking questions were raised, emphasizing reflection and critical thinking. The importance of service learning was underscored,

encapsulated by the notion that education is incomplete until students become active community participants. Service Learning empowers learners to voice opinions and make impactful decisions, symbolized by the metaphor of a struggling caterpillar preparing for future challenges. The session concluded with faculty submitting reflective assignments.

Dr. G. Jayanthi Kalaivani led the second session, 'Nuts and Bolts,' starting with an Einstein quote on service. The session provided insights into service-learning components and shared a rubric-based evaluation sample. Life Frontier Engagement (LiFE) was highlighted, encouraging real-time community engagement. Recommendations for course structure, activity planning, and evaluation were offered, emphasizing sustainability. The session concluded with the SMART group activity, facilitating actionable steps. It served as both enlightening guidance and a road-map for integrating service-learning effectively into the curriculum.

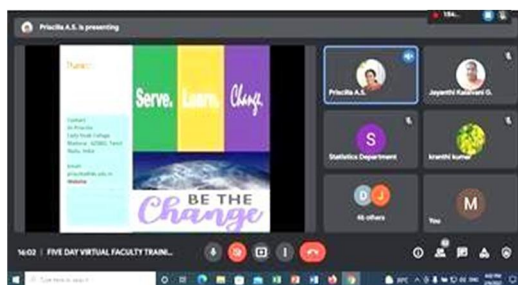
**Day 2** was designated for asynchronous activities within groups. Faculty members were organized by discipline into nine groups, each operating in separate venues. Each group was tasked with the following: identifying at least three themes relevant to their department, listing three sub-themes for each identified main theme, selecting a community with needs corresponding to the main/sub-themes identified, proposing a title for the S-L project applicable to the chosen community, and formulating objectives for the proposed title that incorporate S-L components. All groups engaged in discussions and prepared presentations for the following day.



Group Discussion on S-L Project

Group Discussion by the staff members

"There is no power for change greater than a community discovering what it cares about," said the American writer Margaret J. Wheatley. In line with this sentiment, the Day 3 session commenced with presentations from the faculty on various themes addressing prevailing societal issues. Dr. A.S. Priscilla and Dr. G. Jayanthi Kalaivani, the resource persons, reviewed the presentations and commended the faculty for identifying pertinent themes aimed at serving the community.



Presentation by the Resource Person

Faculty attending the session

Additionally, Dr. A.S. Priscilla conducted an enlightening session on "Institutionalizing Service Learning," highlighting the importance of aligning students' skills with community needs. The facilitator also shed light on the responsibilities of faculty and the institute, as well as strategies for minimizing risks in implementing an effective service-learning program.

Later, Dr. G. Jayanthi Kalaivani elucidated service-learning models. She emphasized online service learning, describing it not as a barrier but as a facilitator. Ms. Kalaivani motivated the faculty with a video showcasing the service-learning projects undertaken by Lady Doak College, Madurai.

**Day 4** was for asynchronous activities in the groups. The faculty were asked to gather in their groups to discuss the 'Service Learning Facilitation Process' with the following questions:

I.1. What is one thing that you aim to avoid in this new teaching-learning-testing process (S-L pedagogy) approach, compared to the approach you have been following in your curriculum thus far?

II.1. How would you imagine your S-L as a program of

- 1.1 Success in your institution?
- 1.2 Challenges in your institution?

- 2. What must be done to sustain success?
- 3. What must be done to avoid failure or overcome challenges?

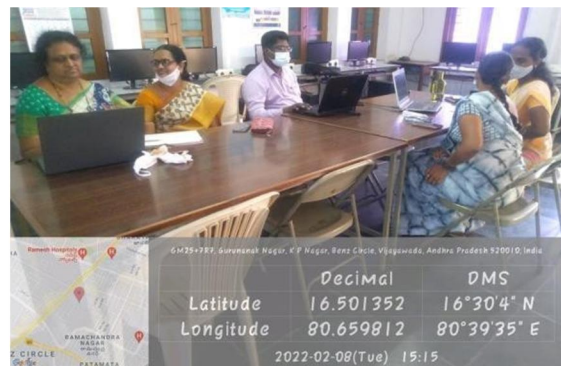
III - From the perspective of the Students and the Community

1. How would you imagine S-L as a program of

- 1.1 success?
- 1.2 failure?

- 2. What must be done to sustain success?
- 3. What must be done to avoid failures or challenges?

All the groups discussed among themselves and were prepared with their presentations for the following day.



**Staff in group discussion on the above questions**

**Day 5** began with a prayer and greetings from Dr. Sr. Innyasamma. Dr. A. S. Priscilla delved into designing Service Learning courses, outlining the necessary framework. This included preparing new courses or adapting existing ones, crafting SMART objectives, and ensuring alignment with service-learning principles. Detailed guidelines were provided for course presentation, evaluation, and impact assessment on the targeted community, concluding with an inspiring quote by Mother Teresa.

The second session, led by Dr. G. Jayanthi Kalaivani, focused on Sustainable Development Goals (SDGs)-Based S-L projects. Discussions highlighted the importance of SDGs and introduced a universal set of 17 goals. Resources such as web links, SAG-based games, and research papers were shared, along with a recommendation for UNAI membership. Dr. Sr. Innyasamma later summarized the sessions, gathering feedback from the faculty, followed by closing remarks from Dr. Mercy Pushpa Latha, Program Consultant at the United Board.



**Presentation on SDGs**



**Valedictory Session**

By the conclusion of the Virtual FDP, participating faculty were well-informed, inspired, and equipped to embark on their journey into the field of service-learning. They were prepared to engage with the community, addressing issues one step at a time, with the aim of fostering a better world for future generations.

## APPENDIX 2

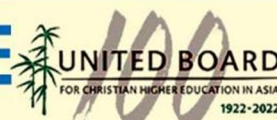


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### TWO-DAY WORKSHOP FOR FACULTY & STUDENTS ON TOWARDS A MEANINGFUL SERVICE-LEARNING: TIPS & STRATEGIES 25 - 26 July 2022

**Organised by the IQAC & Sponsored by the United Board**

Service-Learning becomes meaningful when we start asking the simple question, 'Why?' It connects conceptual understanding of community needs to real experience and thus empowers students to take action. It also highlights the responsibility of faculty to prepare students with essential transdisciplinary and dispositional skills for a rapidly changing future.

#### Objectives:

- To Create a meaningful academic experience in Service-Learning
- To Identify the role of faculty in classroom and community engagement
- To Analyze the significance of reflection and reciprocity in Service-Learning
- To Plan for strategies to overcome challenges in Service-Learning
- To Frame a questionnaire for need-based analysis

#### Outcomes:

##### Upon training, the faculty will be able to

- Gain meaningful academic experience in Service-Learning
- Identify the role of faculty in classroom and community engagement
- Evolve strategies to overcome challenges in Service-Learning
- Give an understanding of Service-Learning concepts to students
- Gain confidence to apply the strategies for a meaningful Service-Learning

##### Upon training, the students will be able to

- Understand the Service-Learning concepts
- Apply strategies for a meaningful Service-Learning experience

#### Resource Persons

##### **Dr. A.S. Priscilla**

Assistant Professor of Zoology & Dean of Academic Affairs (Sciences), Lady Doak College, Madurai

##### **Dr. G. Jayanthi Kalaivani**

Assistant Professor of Chemistry & Coordinator, Centre for Life Frontier Engagement (LiFE)  
Lady Doak College, Madurai

**Date: 25 - 26 July 2022**

**Venue: AV Room**

Chief Patron

**Sr. Sleeva Thumma**  
Correspondent

Patron

**Dr. Sr. Jasintha Quadras**  
Principal

Advisory Committee

**Dr. Girija Nambiar**

Dean of Planning and Communication

**Dr. C. Krishnaveni**

IQAC Coordinator

Organizing Committee

**Dr. Sr. Innyasamma Gade,**

S-L Project Coordinator

**Ms. K. Hannah Anuhya,** Vice-Principal

**Ms. A. Jyothsna,** Coordinator

Extension Activities

## PROGRAMME SCHEDULE

Time	Topic	Resource Person
Day 1: 25.07.22		
TRAINING TO FACULTY MEMBERS		
9.15 am – 10.45 am Session I	Creating Meaningful Academic Experiences in Service-Learning Courses	<b>Dr. A.S. Priscilla</b> Assistant Professor of Zoology & Dean of Academic Affairs (Sciences), Lady Doak College, Madurai
10.45 am – 11.00 am	<b>Tea Break</b>	
11.00 am – 12.30 pm Session II	Role of Faculty in Classroom and Community Engagement	<b>Dr. G. Jayanthi Kalaivani</b> Assistant Professor of Chemistry & Coordinator, Centre for Life Frontier Engagement (LiFE) Lady Doak College, Madurai
12.30 pm – 1.30 pm	<b>Lunch</b>	
1.30 pm – 2.45 pm Session III	Reflection and Reciprocity in Service-Learning	<b>Dr. G. Jayanthi Kalaivani</b> Assistant Professor of Chemistry & Coordinator, Centre for Life Frontier Engagement (LiFE) Lady Doak College, Madurai
2.45 pm – 3.00 pm	<b>Tea Break</b>	
3.00 pm - 4.00 pm Session IV	Challenges and Strategies of Success for Service-Learning - Group Discussion	<b>Dr. A.S. Priscilla</b> Assistant Professor of Zoology & Dean of Academic Affairs (Sciences), Lady Doak College, Madurai
Day 2: 26.07.22		
TRAINING TO FACULTY MEMBERS		
9.15 am – 10.45 am Session I	Presentation by Faculty Members on the Challenges and Strategies of Success for Service-Learning	<b>Dr. A.S. Priscilla</b> Assistant Professor of Zoology & Dean of Academic Affairs (Sciences), Lady Doak College, Madurai
10.45 am – 11.00 am	<b>Tea Break</b>	
11.00 am – 12.30 pm Session II	Framing of Questionnaire for Need-based Analysis - Group Activity	<b>Dr. G. Jayanthi Kalaivani</b> Assistant Professor of Chemistry & Coordinator, Centre for Life Frontier Engagement (LiFE) Lady Doak College, Madurai
12.30 pm – 1.30 pm	<b>Lunch</b>	
TRAINING OF SERVICE-LEARNING CONCEPTS TO STUDENTS		
1.30 pm – 2.45 pm Session III	Concept Clarity and Service-Learning Model @LDC	<b>Dr. A.S. Priscilla</b> Assistant Professor of Zoology & Dean of Academic Affairs (Sciences), Lady Doak College, Madurai
2.45 pm – 3.00 pm	<b>Tea Break</b>	
3.00 pm - 4.00 pm Session IV	Tips for a Meaningful Service-Learning Process	<b>Dr. G. Jayanthi Kalaivani</b> Assistant Professor of Chemistry & Coordinator, Centre for Life Frontier Engagement (LiFE) Lady Doak College, Madurai

## Two-day Workshop for Faculty and Students on ‘Towards a Meaningful Service-Learning: Tips and Strategies’

25 - 26 July 2022

Organized by the IQAC, Supported by the United Board

A two-day workshop for faculty and students was organized by the IQAC at Maris Stella College, sponsored by the United Board, on July 25th and 26th, 2022, focusing on "Towards Meaningful Service-Learning: Tips and Strategies." Sixty faculty members from Arts, Science, and Commerce attended the program.

Service-learning gains significance when individuals start asking the fundamental question, 'Why?' It bridges the gap between conceptual understanding of community needs and practical experience, empowering students to take action. Moreover, it underscores the faculty's responsibility in equipping students with essential transdisciplinary and dispositional skills necessary for navigating a rapidly changing future.

At the end of the workshop, the faculty were able to

- Gain meaningful academic experience in Service-Learning.
- Identify the role of faculty in classroom and community engagement.
- Evolve strategies to overcome challenges in Service-Learning.
- Give an understanding of Service-Learning concepts to students.
- Gain the confidence to apply the strategies for meaningful Service-

Learning. The Students were able to

- Understand the Service-Learning concepts.
- Apply strategies for a meaningful Service-Learning experience.

The resource persons were Dr. A. S. Priscilla, Assistant Professor in the Department of Zoology and Dean of Academic Affairs (Sciences), and Dr. G. Jayanthi Kalaivani, Assistant Professor in the Department of Chemistry, Lady Doak College, Madurai.

The program commenced with invoking divine blessings, followed by welcoming remarks by Sr. Sahaya Mary, Head of the Department of Social Work. Dr. H. Kanaka Durga, Head of the Department of Commerce and Management Studies, and Ms. Saraja, Head of the Department of Statistics, introduced the resource persons.



Welcome to Resource Persons



Session by Dr. A. S. Priscilla



The first session was conducted by Dr. A.S. Priscilla on 'Creating a meaningful academic experience in service-learning courses.' The session commenced with a profound statement characterizing service-learning as 'Academics in Action,' and a clear distinction between Service and Learning was delineated.

Dr. Priscilla elucidated the concepts of active learning and passive learning, employing a Learning Pyramid illustration. Active learning is fostered when critical thinking and problem-solving skills are stimulated among students.

Moreover, various stages of Service Learning pedagogy were expounded upon to facilitate classroom transformation. Key concepts covered included types of service learning, structured syllabi, collaboration with NGOs, community assessment, evaluation processes, and risk management.

Given that Service Learning constitutes a structured learning experience within an academic course, the session concluded by emphasizing the evaluation of courses using rubrics.



### Sessions by the Resource Persons

The second session, led by Dr. G. Jayanthi Kalaivani, Assistant Professor of Chemistry and Coordinator of LiFE, delved into the 'Role of Faculty in Classroom and Community Engagement.' The focus lay on comprehending, educating, and involving Gen Z students. Dr. Kalaivani underscored the multifaceted responsibility of faculty in Gen Z classrooms, aiming not only to foster experiential and participatory learning but also to bolster students' 21st-century skill set.

A notable statement emphasized during the session was, "vision is the picture about the future and mission is the road map to reach it," highlighting educators' duty to guide Gen Z towards empowerment, talent exploration, and fostering a culture of creativity. The necessity to sensitize students to societal issues and engage them in community activities was thoroughly explored, categorized into low-level, mid-level, and high levels of public engagement.

The session culminated with inspiring examples of interdisciplinary community engagement projects undertaken within Lady Doak's campus and the broader community. Dr. Kalaivani then led the subsequent session on 'Reflection and Reciprocity,' stressing reflection's momentum-building power in service learning journeys. The significance, need, components, and methods of reflection were elaborated upon, accompanied by an analogy of a Mirror, Microscope, and Binoculars, illustrating how service learning offers insights into self, society, and the future.

The session on "Four C's of Successful Reflection" transitioned into students sharing their personal insights on LiFE projects, leading to a group activity where participants strategically framed reflective questions.

Dr. A.S. Priscilla conducted the final session, "Challenges and Strategies of Success for Service Learning," outlining the facilitation process and offering effective risk management strategies. Participants engaged in group discussions, exploring positive and negative scenarios from various perspectives. The following day, Dr. A.S. Priscilla facilitated presentations where each group effectively shared insights from the previous discussion, fostering further contemplation.



### **Group Discussion followed by presentations**

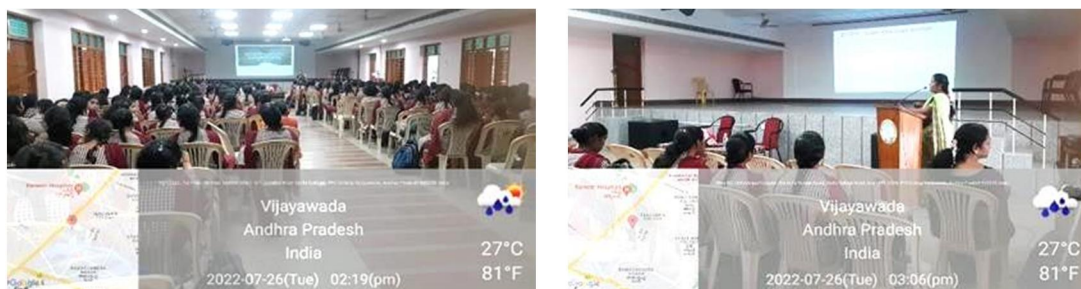
Dr. G. Jayanthi Kalaivani led session two on 'Framing the Questionnaire for Need-based Analysis.' Stressing the necessity of surveys at all stages of service learning, she presented various questionnaire samples, such as the Baseline survey and Community Feedback forms. Faculty engaged in a hands-on activity, forming questionnaires based on their service-learning course themes.

The FDP wrapped up with faculty feedback, acknowledging the resource persons, and expressing gratitude. The workshop provided valuable experiential knowledge to initiate service-learning programs as pilot studies, fostering optimism for positive impacts on faculty, students, and the community.

### **Training of Service-Learning concepts to students**

The resource persons dedicated considerable time to familiarize second-year undergraduate students with the concept of service learning. They underscored the significance of service learning, discussing the potential impact achievable through student involvement.

Additionally, they motivated students to recognize and tackle real-world community challenges, elucidating the potential for becoming transformative leaders. The session involved diverse activities, fostering active student engagement and interactivity. It concluded with a compelling quote: "Serve, Learn, Change – Be the Change."



### A Session for the students

Finally, the two-day workshop for faculty and students proved to be productive and successful, effectively meeting its objectives and contributing to the desired learning outcomes. The faculty and students expressed gratitude to Dr. Sr. Jasintha Quadras, Principal, and the management for orchestrating such an impactful workshop.

## APPENDIX 3



**MARIS STELLA COLLEGE**  **UNITED BOARD**  
FOR CHRISTIAN HIGHER EDUCATION IN ASIA  
1922-2022

**(Autonomous), Vijayawada-8.**

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# Session on Integration of Community Service and Service Learning for Faculty and Students by

**Mr. Venkateshwar**

**Director of Murali Krishna Trust**

**Vijayawada**

At the end of the workshop, the faculty and students will be able to

- ◆ Integrate community service and service learning.
- ◆ Look at the new avenues for research and publication via new relationships among students, faculty and community.
- ◆ Provide networking opportunities with engaged faculty in other disciplines.

**Organised by the IQAC &  
Sponsored by the United Board**

**Date : 15-12-2023**

**Venue: Auditorium**

**Time: 10.00 am**

# **A One-day workshop for faculty on Integration of Community Service and Service Learning**

## **20<sup>th</sup> December 2022**

### **Organized by the IQAC, Supported by the United Board**

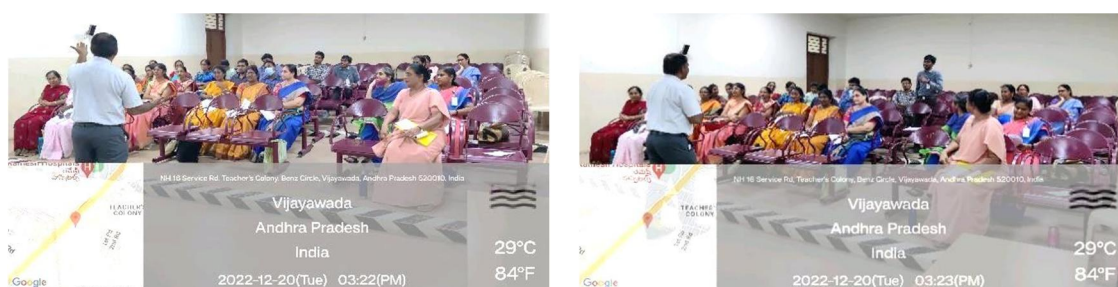
A one-day workshop for faculty was organized by the IQAC at Maris Stella College, sponsored by the United Board on December 20, 2022, on the topic of 'Integration of Community Service and Service Learning'. Faculty from the Arts, Commerce, and Science departments attended the sessions.

Community service, often referred to as "service learning," is a practice that combines learning objectives with community service in ways that can benefit both student development and the broader community. It is a teaching and learning approach that integrates meaningful community service with instruction and reflection to enhance the learning experience, promote civic responsibility, and strengthen communities. Community engagement is integrated into a course or series of courses through a project that encompasses both learning and community action goals.

At the end of the workshop, the faculty were able to

- Integrate community service and service learning.
- Look at the new avenues for research and publication via new relationships between faculty and community.
- Provide networking opportunities with engaged faculty in other disciplines.

The session began with an invocation for God's blessings. Following this, the resource person, Dr. Venkataswamy, Director of the Murali Krishna Trust in Vijayawada, was introduced to the audience. Dr. Venkataswamy initiated the session by posing questions such as: "Are we content with the events occurring in and around us? Can we afford to overlook them, or should we take action and make a difference?"



### **Resource Person addressing the gathering**

He stated that the aim of community service is to transform the discourse surrounding caste, creed, gender, religion, and atrocities. This situation encompasses numerous dynamics. Any societal change we aspire to achieve must begin with our students. Quoting Socrates, he emphasized that without personal transformation, education loses its essence. It is imperative that we impart our knowledge to society through our students.

He emphasized the educational experience wherein students engage in structured service activities and subsequently reflect on their experiences to deepen their comprehension of

course material, develop a broader perspective on the subject, and cultivate a stronger sense of personal values and civic responsibility.

Service learning pedagogy includes four elements:

- Collaboration between students and community members (Reciprocity).
- Practicing skills in the real world.
- Developing a sense of social responsibility (Civil Education).
- Reflecting on the Experience (Reflection).

We must familiarize our students with the societal challenges that exist. When individuals endeavor to enact change in society, both their emotional intelligence (EQ) and intellectual intelligence (IQ) undergo transformation.

Engaging in community service enables us to immerse ourselves in these issues and provide assistance. By stepping into the shoes of those affected, we gain insight into the mechanics of the challenges they face.

Involving students in community service is essential for fostering positive changes in the civic life of our communities. It equips them with the necessary blend of knowledge, skills, values, and motivation to effect meaningful change. Essentially, it entails actively participating in initiatives aimed at enhancing the quality of life within a community.

During the interactive session, the faculty clarified their doubts and participated actively to understand these concepts.



### **Faculty clarifying their doubts**

These sessions proved to be highly productive, successfully meeting the set objectives and enriching the learning outcomes. The faculty expressed gratitude to the management for arranging such an impactful session. The sessions concluded with a vote of thanks extended to the resource person.

## APPENDIX 4



### MARIS STELLA COLLEGE

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### Five-day Virtual Capacity Building Workshop for Faculty Phase I: Research & Publications through Service Learning Programs

Organised by the IQAC & Sponsored by the United Board

09.01.2023 – 13.01.2023 Time: 3 – 4 pm

#### Overview of the Workshop:

This workshop is planned purposively intending to offer a researcher all the awareness and learnings needed in the field of research. The sessions aim at equipping the researcher with a solid foundation on integrity in research, scientific writing and manuscript publishing. Each lecture will include interesting insights and learnings along with a hands-on session where required, helping researchers to be trained in the various nuances of scientific writing and publishing. On completion of the workshop, the researcher would have an in-depth knowledge on writing a manuscript and would be able to identify an indexed journal for publishing. Faculty will be briefed on the nuances of Scientific writing. The sessions will be preparatory in nature to help faculty to come up with a raw manuscript that can be refined further at the in- person workshop which will be held after five or six weeks.

#### Objectives of the Workshop:

- To provide an overview of the research process in Service-Learning Programs
- To help faculty to identify and frame the research problem
- To provide a basic introduction to the methods of data collection and simple data analysis techniques that can be adopted
- To highlight the need for Citations and Referencing
- To provide a scaffolding to assist the faculty in Manuscript Writing

#### Outcomes of the Workshop:

Towards the end of the workshop, faculty will be able to

- Identify a research gap and develop a research problem
- Develop a Research Design for a Service-Learning Program
- Design a data collection instrument in line with the research objectives
- Understand the need for Referencing and be able to use a reference manager
- Draft a manuscript that is submission ready

#### e-certificate:

All registered participants will receive an e-certificate of participation after submitting their input.

Registration Link:

Google Meet Link:

## PROGRAMME SCHEDULE

Day 1 9 January 2023	Day 2 10 <sup>th</sup> January 2023	Day 3 11 <sup>th</sup> January 2023	Day 4 12 <sup>th</sup> January 2023	Day 5 13 <sup>th</sup> January 2023
Literature Review and Research Gap	Objectives, Research Methodology in Service- Learning	Data Collection and Analysis	Citation and Referencing	Drafting a Manuscript
<b>Dr. Paul Wilson</b> Principal & Secretary Madras Christian College	<b>Dr. R. Vijay Solomon</b> Coordinator, MCC Research Colloquium Madras Christian College	<b>Dr. B. Chinna Muthu</b> Assistant Professor of Commerce Madras Christian College	<b>Dr. Nirmal Thyagu</b> Assistant Professor of Physics Madras Christian College	<b>Dr. Tabitha Durai</b> Dean Research & Development Madras Christian College

**Chief Patron**  
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**Dr. Sr. Jasinthra Quadras**  
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**Organising Committee**  
**Dr. Sr. Innyasamma**  
S-L Project Coordinator  
**Sr. Sahaya Mary**  
CSP Coordinator  
**Ms. K. Hannah Anuhya**  
Vice Principal  
**Ms. A. Jyothsna Valentina**  
Extn. Activities Coordinator



# **Five-day Virtual Capacity Building Workshop for Faculty Phase I: Research & Publications through Service Learning Programs**

**Organised by the IQAC & Sponsored by the United Board**

**09.01.2023 13.01.2023 Time: 3 – 4 pm**

## **Introduction**

This workshop aims to provide researchers with comprehensive knowledge and skills, focusing on integrity in research, scientific writing, and manuscript publishing. Through engaging lectures and hands-on sessions, participants will master scientific writing nuances. They'll gain a thorough understanding of manuscript writing and identifying suitable journals for publication. Faculty will also receive guidance, preparing them to develop preliminary manuscripts for further refinement in subsequent in-person workshops.

## **Objectives of the Workshop**

- To provide an overview of the research process in Service-Learning Programs.
- To help faculty to identify and frame the research problem.
- □ To provide a basic introduction to the methods of data collection and simple data
- analysis techniques that can be adopted.
- To highlight the need for Citations and Referencing.
- To provide a scaffolding to assist the faculty in Manuscript Writing.

## **Outcomes of the Workshop**

Towards the end of the workshop, faculty will be able to

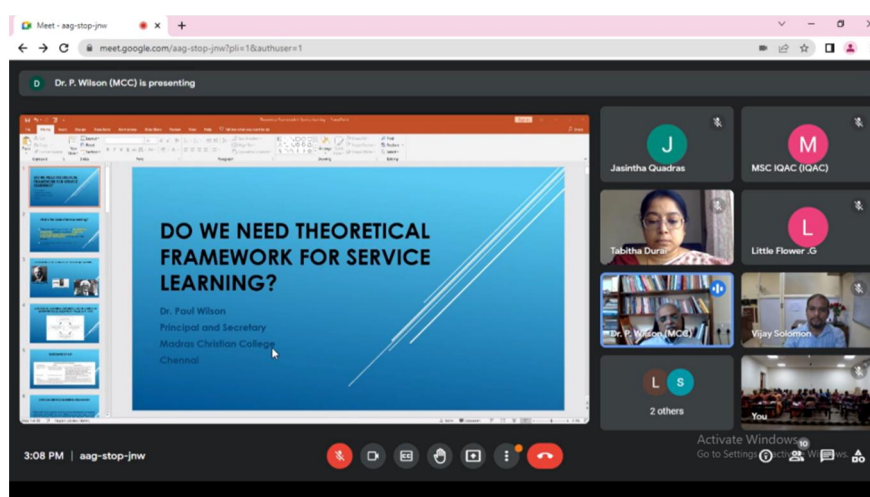
- Identify a research gap and develop a research problem.
- Develop a Research Design for a Service-Learning Program.
- Design a data collection instrument in line with the research objectives.
- Understand the need for Referencing and be able to use a reference manager.
- Draft a manuscript that is submission ready.

Dr. Paul Wilson stressed the importance of literature review in academic research, emphasizing its role in identifying knowledge gaps, building on existing research, and contextualizing one's own work. He discussed practical strategies for literature searches, organization, and synthesis. Subsequently, Dr. Wilson discussed the research gap identification, urging faculty to critically analyze existing literature to uncover unanswered questions needing further exploration. Participants engaged in interactive exercises to identify potential research gaps in their fields of study.



Dr. R. Vijay Solomon commenced the session next day by elucidating the objectives of service-learning initiatives within the context of the college's mission and values. He emphasized the importance of integrating academic learning with community service to foster holistic development among students and contribute positively to society.

He discussed the significance of employing both qualitative and quantitative methods to assess the impact of service-learning on students, communities, and academic institutions. Practical strategies for designing research studies, collecting data, and analyzing findings were also explored.



Dr. B. Chinna Muthu began the session by discussing various data collection techniques suitable for service-learning research. Emphasis was placed on the importance of selecting appropriate data collection methods based on research objectives, context, and participants involved. Practical strategies for conducting surveys, interviews, observations, and document analysis were explored.

Dr. Muthu introduced common data analysis methods in service-learning research, covering both quantitative and qualitative techniques like descriptive statistics, thematic analysis, content analysis, and coding. Participants were also reminded of the importance of ethical considerations such as informed consent and confidentiality protection for participants' rights.

Dr. Nirmal Thyagu emphasized the significance of citation styles in academic writing, introducing participants to common styles like APA, MLA, Chicago, and Harvard. They learned to cite various sources accurately and consistently, considering disciplinary conventions. Practical strategies for paraphrasing, summarizing, and quoting responsibly were discussed, ensuring completeness and adherence to citation guidelines.

Dr. Tabitha Durai commenced the session by discussing the key components of a manuscript, including the title, abstract, introduction, methodology, results, discussion, and conclusion. Participants were guided on how to structure their manuscripts in accordance with the conventions of their respective disciplines and the guidelines of target journals. Emphasis was placed on maintaining clarity, coherence, and logical flow throughout the manuscript.

The workshop's emphasis on integrating academic research with community engagement underscored the institution's commitment to fostering holistic development and impactful academic pursuits. As participants leave this workshop, they are equipped with the knowledge and tools necessary to contribute meaningfully to service learning research and make a positive difference in their communities.

## APPENDIX 4



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### **Phase II: Two-day Capacity Building Workshop for Faculty on Research Methodology & Manuscript Writing on Service-Learning Programmes**

**Organised by the IQAC & Sponsored by the United Board**

**25.04.2023 – 26.04.2023**

**Venue: A-V Room**

**Time: 9 – 4 pm**

#### **Overview of the Workshop:**

The workshop on 'Research Methodology & Publishing Manuscripts for Service-Learning Programmes' is designed to help faculty members have an in-depth understanding of research methodology and how to write a manuscript for service-learning initiatives. The sessions will cover theoretical framework, literature reviews, identification of the research gap necessary for writing a manuscript, as well as hands-on sessions to assist faculty in becoming skilled in the analysis of data using basic statistical techniques.

Faculty attending this workshop will bring a draught manuscript with them that can be refined during the sessions and make it submission-ready. The sessions will aid the faculty in identifying indexed journals that are appropriate for publishing their research papers on service-learning programmes.

#### **Objectives of the Workshop:**

- To provide an overview of the need to publish and validate service-learning programmes
- To create an awareness on Research and Publication Ethics
- To gain an understanding of the basics of data analysis using SPSS
- To develop knowledge of the various Research Databases and Metrics
- To identify and understand the process of publication in indexed journals

#### **Outcomes of the Workshop:**

Upon attending the workshop faculty will be able to

- Develop a manuscript that can be refined for publication
- Analyse the data collected using simple statistical tools
- Create access to research databases
- Identify indexed journals by staying away from predatory and cloned journals
- Learn the process of submitting a manuscript to an indexed journal

## SCHEDULE

Date & Day	Session 1 9:00 – 10:00	Session 2 10:00 – 11:00	Session 3 11.30 – 12.30		Session 4 1.30 – 2.30	Session 5 2.30 – 4:00
25.04.2023 Tuesday	Topic: Theoretical Framework	Topic: Literature Review	Topic: Research Gap & Research Objectives	L U N C H  B R E A K	Topic: Questionnaire & Manuscript Writing (Overview)	One on One Discussion - Discipline wise
	Resource Person Dr.NirmalThyagu	Resource Person Dr.Feminna	Resource Person Dr.Vasupradha		Resource Person Dr. Tabitha Durai	All Resource Persons
26.04.2023 Wednesday	Topic: Data Analysis	Topic: Data Analysis	Topic: Data Analysis		Topic: Journal Selection	Topic: Predatory & Cloned Journals
	Resource Person Dr.Jabarali				Resource Person Dr.Senthilkumar	Resource Person Dr. Vijay Solomon



Dr. N. Nirmal Thyagu



Dr. Feminna



Dr. Vasupradha



Dr. Tabitha Durai



Dr. Jabarali



Dr. R. Vijay Solomon



Dr. U. Senthilkumar

Chief Patron  
**Rev. Sr. Sleeva Thumma**  
Correspondent

Patron  
**Dr. Sr. Jasintha Quadras**  
Principal

Convenor  
**Dr. C. Krishnaveni**  
IQAC Coordinator

### Advisory Committee

Dr. Sr. Leena Quadras, Academic Advisor  
Dr. Girija Nambiar, Dean, Planning & Communication

### Organising Committee

Dr. Sr. Innyasamma, S-L Project Coordinator  
Ms. K. Hannah Anuhya, Vice Principal  
Sr. Sahaya Mary, Head, Dept. of Social Work, Member, S-L Project  
Ms. A. Jyothsna Valenteena, Head, Dept. of Political Science, Member, S-L Project  
Ms. D. Vedavathi Saraja, Head, Dept. of Statistics, Member, S-L Project

*Technical Support* : Mr. K. Prasad, System Admin

# A Two-day Capacity Building Workshop for Faculty on Research Methodology & Manuscript Writing on Service-Learning Programmes

25.04.2023 & 26.04.2023

## Introduction

The Two-day Capacity Building Workshop for Faculty on Research Methodology & Manuscript Writing on Service-Learning Programs was held on April 25th and April 26th, 2023, at Maris Stella College. The workshop, organized by IQAC and sponsored by the United Board, aimed to enhance the research skills and manuscript writing capabilities of faculty members involved in service-learning programs. This report provides an overview of the workshop's objectives, agenda, key highlights, and participant feedback.

## Objectives:

The workshop had the following primary objectives:

- To provide an overview of the need to publish and validate service learning programmes
- To create awareness on research and publication ethics
- To gain an understanding of the basics of data analysis using SPSS
- To develop knowledge of the various research databases and metrics
- To identify and understand the process of publication in indexed journals

The workshop spanned over two days and featured a range of interactive sessions, presentations, and group activities. It started with an opening address by Sr. Sahaya, HoD of the Social Service department. The welcome address was given by Dr. Sr. Jasintha Quadras, Principal of Maris Stella College. In her speech, the principal introduced the eminent speakers of the two-day workshop and thanked them for accepting the invitation to share knowledge with the faculty of Maris Stella College. She also encouraged the faculty to derive maximum benefit from the workshop and the resource persons.

## Session 1: Literature Review

The speaker for session 1, Dr. Feminna, was introduced by Ms. Santha Kumari, Lecturer in the Department of Chemistry. The session began with an interactive ice-breaking activity where participants framed one-liners about themselves. The focus of the session was on literature review, a crucial step in research. Dr. Feminna discussed the purpose of literature review, its structure, the mind mapping technique, and the funnel approach, aiming to enhance the productivity of research endeavors.



Interactive session by the Resource persons

### **Session 2: Research Gap & Research Objectives**

The second session of the day was conducted by Dr. Vasuprada, who elucidated the significance of the research gap in academic research. She discussed the dilemma faced by researchers when choosing between community-based and classroom-based research. Dr. Vasuprada then guided the session through the various types of research gaps and emphasized how the entire research process centers around the gap identified during the literature review.

### **Session 3: Theoretical Framework**

Dr. Nirmal Thyagu led the third session of the day. The session aimed to provide researchers with a comprehensive understanding of theoretical frameworks and their application in research. This session helped faculty researchers structure their studies, develop hypotheses or research questions, and provide a theoretical rationale for their research design and analysis. It ensured the coherence and validity of the study and empowered researchers to contribute to existing knowledge by building upon or challenging existing theories.

### **Session 4: Questionnaire & Manuscript Writing (Overview)**

The fourth and arguably the most significant session was conducted by Dr. Tabitha Durai, with the objective of enhancing participants' skills in developing effective questionnaires and writing high-quality manuscripts for research studies. The session included a combination of interactive sessions, hands-on activities, and group discussions.

### **Session-5: One-on-one Discussion- Discipline-wise**

In this session, the staff was divided into groups according to their departments, and the manuscripts were evaluated. The resource persons, along with their respective groups, discussed the structure and components of a research manuscript, writing clear and concise research objectives, and strategies for effective academic writing.

## **Day-2**

### **Session 1: Data Analysis**

On the second day of the workshop, the first session was led by Dr. Jabarali, who focused on equipping participants with the knowledge and skills required to effectively analyze research data. It covered various techniques and approaches for analyzing both quantitative and qualitative data, aiming to enable participants to make informed interpretations and draw meaningful conclusions. The session concluded with a hands-on experience using the Statistical Package for the Social Sciences (SPSS) software, providing participants with a foundational understanding of its usage.

### **Session 2: Journal Selection**

Dr. U. Senthil Kumar facilitated the second session of the day, which focused on providing crucial information regarding journal selection. He discussed the importance of selecting the appropriate journal for research publication, aligning it with the research topic, scope, and target audience to maximize the impact and visibility of the research findings. Dr. Senthil suggested reviewing the journal's author guidelines and submission requirements before preparing and submitting your manuscript to ensure compliance with the journal's specific formatting and submission instructions.

### Session 3: Predatory & Clones Journals

The final session of the workshop was conducted by Dr. R. Vijay Solomon. He discussed tips and measures to avoid falling into the trap of predatory journals. Below are the suggestions provided:

- 2 Investigate the journal's website, including its About Us, Editorial Board, and Contact pages.
- 3 Review the journal's impact factor and ranking to assess its reputation and influence in the academic community.
- 4 Assess whether the journal provides clear information on the peer review process, including the use of external reviewers.
- 5 Exercise caution when receiving unsolicited emails inviting you to submit your work to a journal.

### Key Highlights

4. Expert Facilitators: The workshop featured experienced researchers and academicians specializing in service-learning research, offering valuable insights and guidance throughout the sessions.
5. Interactive Sessions: The workshop emphasized interactive learning, with participants engaging in group discussions, hands-on activities, and case studies to apply the concepts learned effectively.
6. Practical Exercises: Participants were given opportunities to practice research methodologies and manuscript writing through practical exercises, promoting active learning and skill development.
7. Networking Opportunities: The workshop encouraged networking among participants, facilitating the exchange of ideas, experiences, and potential collaborations in service-learning research.

### Participants Feedback:

Feedback from participants was overwhelmingly positive, highlighting the following aspects:

4. Relevance: The workshop content was highly relevant to the challenges faced by faculty members engaged in service-learning research.
5. Knowledge Enhancement: Participants expressed that the workshop significantly enhanced their understanding of research methodologies and manuscript writing techniques.
6. Practical Application: The inclusion of practical exercises and examples helped participants apply the concepts learned to their own research projects.
7. Expert Guidance: Participants appreciated the expertise and guidance provided by the facilitators, who were able to address their queries effectively.
8. Networking Opportunities: Participants valued the networking opportunities provided, as they were able to connect with like-minded individuals.



Faculty during the RM Workshop



## APPENDIX 5



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### **Two-day Capacity-Building Workshop for Faculty**

on

**Andrew Furco's Self-Assessment Rubric for the Institutionalization of  
Service-Learning in Higher Education**

**Organised by the IQAC and Sponsored by the United Board**

**Date: 4 - 5 Dec. 2023**

**Time: 9.00 – 4.00 pm**

**Venue: AV Room**

#### **About the workshop**

Furco's rubric helps institutions not only measure their current commitment to service-learning but also offers a road-map for growth and enhancement, ultimately facilitating the establishment of a culture of service-learning that benefits both the academic community and the broader society. By providing a structured framework for self-assessment, it enables higher education institutions to identify arena of strength and areas in need of improvement.

Faculty attending this workshop will develop the skills necessary to design, implement, and analyze impact measurements, fostering a data-driven approach to enhance the overall quality and sustainability of service-learning experiences.

#### **Objectives of the workshop**

- ◆ To define service-learning and its significance in higher education.
- ◆ To explore principles guiding service-learning institutionalization.
- ◆ To dive deeper into the self-assessment rubric by Andrew Furco.
- ◆ To understand faculty's pivotal role in fostering engagement.
- ◆ To learn strategies for measuring service-learning impact.

#### **Outcomes of the workshop**

Upon training, the faculty will be able to

- ◆ Gain a thorough understanding of service-learning including its principles, benefits, and relevance in higher education.
- ◆ Acquire the knowledge and tools to integrate service-learning into the curriculum, enhancing faculty support and involvement in taking initiatives.
- ◆ Use the self-assessment rubric to evaluate and assess the effectiveness of their service-learning initiatives.
- ◆ Learn strategies for building and sustaining meaningful community partnerships, ensuring mutual benefits for students and the communities involved.
- ◆ Gain a comprehensive understanding of diverse strategies for measuring the impact of service-learning initiatives in higher education.



#### **Special Invitee**

**Mr. Lentson Amos P**

Consultant,  
Asst. Director of South Asia Programs  
United Board for Christian Higher Education in Asia  
Chennai.



#### **Resource Person**

**Dr. A.S. Priscilla**

Assistant Professor of Zoology &  
Dean of Academic Affairs (Sciences)  
Lady Doak College, Madurai

**PROGRAM SCHEDULE**

<b>Day 1: 04.12.2023</b>		
<b>Time</b>	<b>Topic</b>	<b>Resource Person</b>
09.00 am	Prayer	<b>Ms. Lydia, HoD</b> , Computer Science
09.03 am	Opening Remarks	<b>Dr. Sr. Innyasamma</b> , S-L Project Coordinator
09.05 am	Greetings & Wishes	<b>Dr. Sr. Kulrekha Mudartha</b> , Principal
09.10 am	Message	<b>Mr. Lentson</b> , Director of South Asia Programs, United Board, Chennai
09.15 am	Introduction to <b>Dr. A. S. Priscilla</b>	<b>Sr. Sahaya</b> , HoD, Social Work
09.20 am	Understanding Service-Learning	<b>Dr. A.S. Priscilla</b> Assistant Professor of Zoology & Dean of Academic Affairs (Sciences), Lady Doak College, Madurai
10.45 am	<b>Tea Break</b>	
11.00 am	Institutionalization and Sustainability of Service-Learning	
12.30 pm	<b>Lunch Break</b>	
01.30 pm	Navigating Furco's Self-Assessment Rubric	
02.45 pm	<b>Tea Break</b>	
03.00 pm	Navigating Furco's Self-Assessment Rubric - Continuation	
<b>Day 2: 05.12.2023</b>		
09.00 am	Prayer	<b>Dr. A.S. Priscilla</b> Assistant Professor of Zoology & Dean of Academic Affairs (Sciences), Lady Doak College, Madurai
09.05 am	Faculty's Role in Engagement	
10.30 am	<b>Tea Break</b>	
11.00 am	Assessing Community Impact	
12.30 pm	<b>Lunch</b>	
01.30 pm	Optimizing Service-Learning Initiatives: Best Practices & Challenges	
02.45 pm	<b>Tea Break</b>	
03.00 pm	Optimizing Service-Learning Initiatives: Best Practices & Challenges	<b>Dr. Sr. Innyasamma</b> , S-L Project Coordinator
04.00 pm	<b>Valedictory</b> Closing Remarks Evaluation & Feedback	
	<b>Vote of thanks</b>	
		<b>Dr. C. Krishnavani</b>

**Organising Committee**

**Dr. Sr. Innyasamma Gade**, S-L Project Coordinator & Organising Secretary

**Ms. G. Usha Kumari**, Vice-Principal

**Sr. Sahaya Mary**, Head, Dept. of Social Work, Member of S-L Project

**Ms. Saraja**, Head, Dept. of Statistics, Member of S-L Project

Chief Patron  
**Dr. Sr. Leena Quadras**  
Correspondent

Patron  
**Dr. Sr. Kulrekha Mudartha**  
Principal

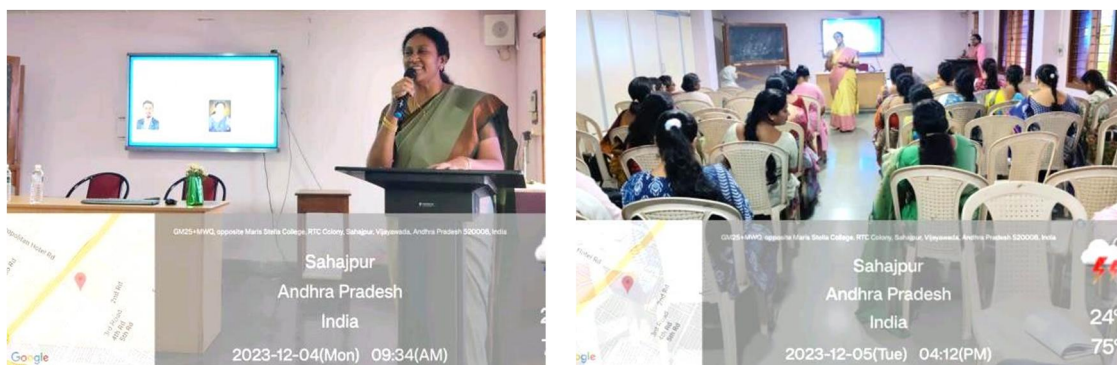
Convener  
**Dr. C. Krishnaveni**  
IQAC Coordinator

**Technical Support: Mr. K. Prasad, System Admin**

**Two-Day Capacity Building Workshop for Faculty on  
Andrew Furco's Self-Assessment Rubric for the Institutionalization of  
Service-Learning in Higher Education  
Organised by the IQAC and Sponsored by the United Board  
4 - 5 December 2023**

The Two-Day Capacity Building Workshop aimed to enhance the understanding and implementation of Andrew Furco's Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education among 40 faculty members. The workshop was organized by the Internal Quality Assurance Cell (IQAC) and generously sponsored by the United Board. The event commenced with an opening prayer by Ms. Lydia, Head of Department (HoD) of Computer Science, followed by opening remarks from Dr. Sr. Innyasamma, the Service-Learning (S-L) Project Coordinator, and greetings from Dr. Sr. Kulrekha Mudartha, the Principal.

The key principles and strategies for institutionalizing and sustaining service-learning, drawn upon the expertise and insights of Dr. A.S. Priscilla, Assistant Professor of Zoology and Dean of Academic Affairs (Sciences) at Lady Doak College, Madurai. She emphasized the importance of aligning service-learning initiatives with the institutional mission and values. By integrating service-learning into the core mission of the institution, it becomes an integral part of the academic culture and receives sustained support from the administration, and faculty.



**Sessions by the Resource Person Dr. A. S. Priscilla**

The next session on 'Navigating Furco's Self-Assessment Rubric' Dr. Priscilla adeptly elucidated the intricate components of the rubric, guiding participants through its application in assessing the effectiveness and institutionalization of service-learning initiatives in higher education. With clarity and expertise, Dr. Priscilla facilitated an interactive discussion, enabling participants to gain a deeper understanding of the rubric's utility and significance in optimizing service-learning programs for sustainable impact.

Dr. A.S. Priscilla highlighted faculty's vital role in guiding students through service-learning, integrating theory with practice, and fostering critical reflection. By creating a supportive environment, faculty inspire students to engage with communities, develop empathy, and cultivate social responsibility. This underscores the transformative impact of faculty-led initiatives in nurturing socially conscious students.

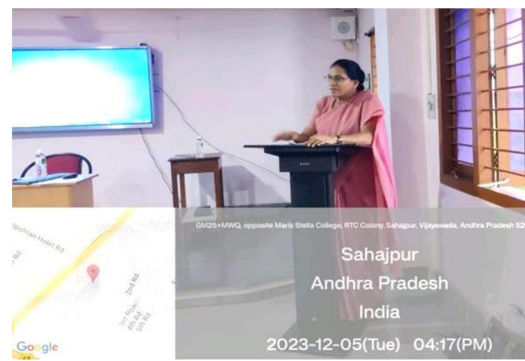
During the workshop, the resource person led an insightful session on assessing community impact, highlighting the importance of evaluating tangible outcomes and benefits. Dr. Priscilla emphasized comprehensive assessment methodologies like surveys and participatory evaluations, enabling participants to gauge the effectiveness of their engagement with local communities. Her expertise underscored the significance of community-centered assessments in ensuring the sustainability and positive impact of service-learning projects, fostering mutually beneficial relationships between higher education institutions and the communities they serve.

Dr. A.S. Priscilla shared valuable insights on optimizing service-learning, emphasizing a student-centered approach tailored to student needs and community priorities. Incorporating experiential learning, interdisciplinary collaboration, and ongoing support can enhance student engagement and maximize the impact of service-learning initiatives.

The resource person emphasized cultivating sustainable partnerships with community organizations for long-term collaboration. She also addressed implementation challenges like logistical constraints and faculty buy-in. Proactive planning, clear communication, and strategic resource allocation are key to overcoming these hurdles and fostering successful service-learning initiatives.



**Group Discussion & presentation**



**Closing Remarks**

In her closing remarks, Dr. Sr. Innyasamma, the coordinator of the project, extended gratitude to participants for their active engagement, insightful contributions, and commitment to advancing service-learning initiatives. Their enthusiasm fosters civic engagement and social responsibility among students. Dr. Innyasamma thanked Dr. A.S. Priscilla for sharing her expertise and inspiring dedication to excellence, encouraging continuous improvement. She also acknowledged the management's support, which made the workshop possible. Together, they aim to create positive change and make a meaningful impact in society.

She thanked the principal for her visionary leadership, unwavering support, and generous sponsorship by the United Board, which made this workshop possible. Together, let us continue to work collaboratively towards creating positive change and making a meaningful impact in our society.

## APPENDIX 6

### SERVICE LEARNING EXPOSURE VISIT TO LADY DOAK COLLEGE BY MARIS STELLA COLLEGE, VIJAYAWADA

**30<sup>th</sup> May 2022 to 1<sup>st</sup> June 2022**

#### Schedule

DATE, TIME & VENUE	SESSIONS	ACTIVITY
<b>30<sup>th</sup> May, 2022</b> 9.30 am - 10.00 am Principal's Office Room	<b>Session I:</b> Interaction with the Principal and Vice Principal	Interaction on how SL can be integrated into the curriculum to make students learning more purposeful
<b>30<sup>th</sup> May, 2022</b> 10.15 – 11.00 a.m. Dean's Office Centre for Life Frontier Engagement (LiFE)	<b>Session II:</b> Interaction with the Deans of Academic Affairs	Process of Framing of S-L Syllabus To know about the activities of the centre for LiFE
<b>30<sup>th</sup> May, 2022</b> 11.30 a.m. – 12.30 p.m. AV2	<b>Session II:</b> LiFE Project Presentation by Chemistry Department Students	Witnessing the LiFE Project Presentation by Chemistry Department Students on the LiFE theme "Food Analysis"
<b>LUNCH – 12.45 – 2.00 pm</b>		
<b>30<sup>th</sup> May 2022</b> 2.00 p.m. to 4.00 p.m. Library Oval Room	Review of the S-L syllabus	Review of the syllabus prepared by the faculty team of Maris Stella College by Dr. A.S. Priscilla, Dr. G. Jayanthi Kalaivani and Dr. T. Durga Devi
<b>31.05.2022</b>		
<b>31<sup>st</sup> May 2022</b> 10.00 am – 11.00 am <b>Library Oval Room</b>	Interaction with LiFE faculty facilitators, representing all departments	Faculty facilitators will share their LiFE experiences in implementing the community engagement process in their respective academic themes
<b>31<sup>st</sup> May 2022</b> 12.00 noon – 1.00 pm Cheminformatics Lab	Interaction with LiFE students representing all departments	LiFE students will share their classroom and community engagement activities
<b>LUNCH – 1.00– 2.00 pm</b>		
<b>31<sup>st</sup> May 2022</b> 2.00 pm to 4.00 pm Cheminformatics Lab	Finalizing the S-L syllabus - Presentation by the faculty team of Maris Stella College	
<b>01.06.2022</b>		
<b>1<sup>st</sup> June 2022</b>	Visit to a nearby College / Sight-seeing/Shopping/Any other	

## **Visit to Lady Doak College, Fathima College & The American College, Madurai As part of the Service Learning Project**

**29.05.2022 - 02.06.2022**

As part of the 2-year S-L Project funded by the United Board, the IQAC organized a Three- Day visit to Lady Doak College, Madurai. Dr. Sr. Innyasamma Gade, Project Coordinator, Dr. H. Kanaka Durga, Head, Dept. of Commerce & Management, Ms. Vedavathi Saraja, Head, Dept. of Statistics, Ms. Jyothsna Valentina, Dean, Academic Affairs and Ms. Navya Sri, I B. Sc. MPC visited the college with the predetermined objective of introducing the certificate courses on Service Learning in Maris Stella.

### **Day 1 (30-05-2022):9.30 AM**

The team has received a warm welcome from the Principal, Vice-Principal, IQAC Coordinator and the Deans of Academic Affairs along with Dr. Jayanthi and Dr. Durga Devi, Coordinators of LiFE Programme. Principal explained about various activities and the problems encountered implementing the LiFE programme.



### **Interaction with the Principal, Vice-Principal, IQAC Coordinator and Deans in the Principal's office**

The team had the privilege to observe the final presentations of Service Learning Projects by the Department of Chemistry, focusing on the theme of 'Food Quality Analysis.' Each student group selected a topic within this theme. Similarly, the Department of Social Work focused on 'Wellbeing', conducting community needs analyses to identify issues and select relevant sub-topics. Regardless of the chosen themes, the primary goal remains community outreach and impact, ensuring students receive a comprehensive education. The team found this experience highly enriching.

Additionally, they visited the Centre for Life Frontier Engagement, where they learned about LiFE courses, now mandatory in the final year, spanning 104 hours across both semesters V and VI. Inspired by this, the team explored the possibility of introducing certificate courses with similar credit allocations.

In the afternoon, the Maris Stella team showed the syllabi prepared by the departments to the LiFE coordinators and the academic dean Dr. Priscilla. They reviewed the same and gave valuable suggestions for improvement.

## Sharing the syllabi Prepared by MSC faculty to the coordinators and the Academic dean :

On Day 2, the MSC team had an interaction with the heads of different departments on the implementation of service learning courses. Some of the highlights were:

- 6 The process of implementing service-learning involves comprehensive community engagement, encompassing collaboration with community members, NGOs, officials, staff, and students.
- 7 Before developing the syllabus, conducting a thorough needs analysis of the community is imperative to identify pertinent issues.
- 8 A pilot study aids in refining focus areas. Students, guided by the course teacher, devise questionnaires to glean insights during the initial hours of the course, fostering community involvement from the outset.
- 9 Subsequently, addressing core community concerns within the department's overarching theme is prioritized, with an emphasis on practical and attainable solutions.
- 10 Grouping students and assigning sub-themes ensures effective targeting of a minimum of ten individuals or families within the community.
- 11 Reflective practices, such as journal maintenance, are integral throughout, culminating in a comprehensive final project report. Offering service-learning courses tailored to specific academic streams enhances community impact and student engagement, with close mentorship from course teachers maximizing outcomes.
- 12 Successful interventions are disseminated to relevant officials and publicized to raise awareness, potentially leading to further community benefits.
- 13 The documented case studies can contribute to scholarly discourse through publication in reputable journals, thereby perpetuating knowledge dissemination and societal impact.



### Interaction with the heads of different departments

Some of the final-year students shared their experiences of doing service-learning courses. They learnt many skills like being active, dynamic, enthusiastic, courageous, teamwork, responsibility, initiative, entrepreneurship, marketing tips, and leadership skills, which created interest to do further studies and research and satisfaction of doing something useful for the community.

### Visit to the Centre for Women Empowerment

The team also visited the Women Empowerment Cell. The coordinator of the cell shared their best practices of Organising various seminars, activities like 'earn while learn' and the compulsory courses to be done in the first and second years.



### **Interaction with the Coordinator of Women Empowerment Cell**

On Day 3, the Maris Stella team visited Fatima College, one of the leading colleges in Madurai. After meeting the principal, the IQAC team interacted with the team and shared their best practices like streaming the students for general English and preparing their own material; and upgrading the same to suit the needs of the students over the years and institutionalized. They also adapted sixteen villages and did the service learning actively. One-third of the students get financial aid from different stakeholders apart from scholarships from the government.

### **The American college**

Maris Stella's team visited the American College, Madurai's oldest college, where they learned about exemplary practices. The principal, along with the IQAC Coordinator and the Controller of Examinations, highlighted initiatives such as sponsoring sports students' expenses, promoting a green campus with rainwater harvesting, and maintaining extensive greenery. The college also boasts the Study Centre for Indian Literature in English and Translation (SCILET), offering ample resources for scholars. Notably, the library is automated, utilizing RFID technology. A key highlight is the college's commitment to community service, reaching out to society through various initiatives.



### **Meeting with Principal, IQAC Coordinate and Dean of Advisory Cell**

Faculty who visited the colleges in Madurai shared their experiences with their own colleagues and presented the highlights of the visit. It was a great learning experience for both the faculty and the students.

## **A Report on Visit to Christ University 09 – 11 March, 2023**

A five-member team visited CHRIST University from March 9th to March 11th, 2023, with the following objectives:

- To understand the Service Learning initiatives at CHRIST University.
- To explore areas for effective implementation of the Service Learning program.
- To observe and learn the best practices.



The team comprised the following members:

- Dr. Sr. Jasintha Quadras, Principal
- Ms. K Hannah Anuhya, Vice Principal, Head, Dept. of Electronics
- Dr. B Josephine Sandhya Rani, Head, Dept. of Economics.
- Ms. V Sudha Devi, Dept. of Mathematics
- Dr. G Kranthi Kumar, Head, Depts. of Biological Sciences

On the first day (i.e., March 9th, 2023), the team met with Dr. Anil Joseph Pinto, Registrar of CHRIST University. He presented a brief history of the institution and encouraged the team to develop a Service Learning Model to meet their needs and to garner attention in the local media for the Service Learning Programme initiated in the College. This was followed by a visit to the IQAC office, where the team interacted with the IQAC director and his team regarding the office's functioning.



Meeting with Dr. Anil Joseph Pinto, Registrar

Then, the team attended presentations by the Departments of Commerce, Professional Studies, and Economics in the Conference Room regarding their Service Learning programs. The presentations encapsulated the departments' vision, mission, organogram, programs offered, professional collaborations, flagship programs, achievements, and accolades received. They provided detailed explanations about their Service Learning programs, focusing on the following areas:

- Course content (syllabus) with objectives and outcomes
- Number of hours and credits
- Execution of the course
- Project Execution
- Stage 1: Idealization of the Service Learning Project
- Stage 2: Implementation of the Service Learning Project
- Stage 3: Reflection on the Service Learning Project

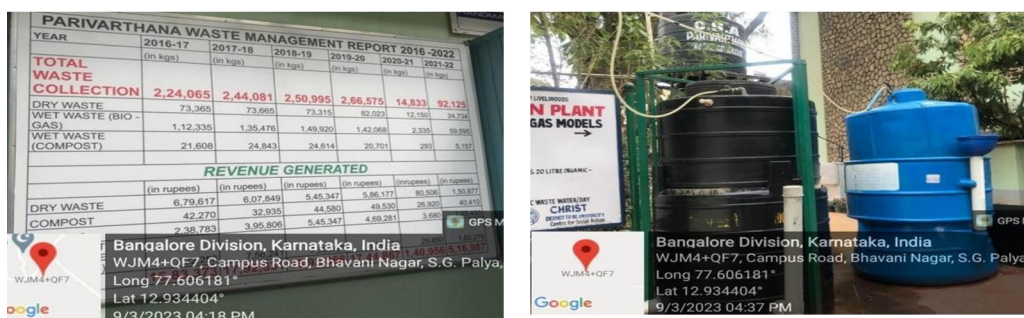
The Department of Professional Studies outlined the Extension Activities they offer through the following clubs: SAFE, GENESYS, COHELP, and SAHYOG. They also discussed a Consultancy Project executed by the department as part of their Service Learning initiative in a village in Wayanad District, Kerala, aimed at providing comprehensive insurance coverage for all residents.

In the afternoon session, the team interacted with the Head of Department (HoD) and the faculty members of the Physics and Electronics Department. Dr. B. Manoj, the HoD of the Department of Physics and Electronics, elaborated on the department's structure and functioning, programs offered, conducted activities, thrust areas in research, and government projects awarded. He discussed the conduct of Energy Audit and its prerequisites. Dr. Manoj also highlighted the ongoing research in Astrophysics and Material Science undertaken by the department.

Following this, the team visited Parivarthana – the Waste Management Unit. CHRIST University adheres to a zero-waste policy. Parivarthana handles 1000 kg of waste per day, comprising 20% wet waste and 80% dry waste. Team Parivarthana comprises student volunteers, Recycling Unit staff, and members of the Student Council.

Parivarthana has the following units:

- Waste Management and Segregation
- Paper Recycling
- Composting
- Two biogas plants
- Sewage Treatment Plant



Display board and Biogas plant in Parivarthana unit

The team observed the waste handling and recycling operations at the mentioned units on campus. Later, they visited the Centre for Social Action (CSA). Dr. Victor Paul, CSA Director, briefed them on ongoing projects and CSA's initiatives, including Child Sponsorship, Community Development, International Exchange, Volunteerism, Sensitization, Parivarthana, Service Learning, Social Entrepreneurship, Swachhta, and Rural Engagement. Ms. Catherine Namratha, CSA Project Officer, facilitated the team's visits to Parivarthana and CSA.

The team's second-day schedule began with a visit to the School of Life Sciences, where they engaged with faculty members. Dr. S. Suma, Associate Professor, provided an overview of the school's programs and detailed the Service Learning initiatives, their implementation, and project timelines. Dr. P. Manikantan, also an Associate Professor, introduced the Green Army initiative, established in 1999, aimed at environmental awareness and protection through student volunteerism. Students are required to participate in at least two activities yearly, including lake walks, cleaning drives, plantation programs, and treks.

Following that, the team visited the School of Behavioral Sciences, where Psychology students showcased their initiatives – WEvolve Clinic and Yuva. WEvolve comprises emerging health psychologists and psycho-oncologists offering complimentary counseling services.

Yuva focuses on promoting health behaviors among undergraduate students, covering aspects of physical and mental well-being. The team then visited Centre for Advanced Research and Development (CARD) highly specialized labs with high end equipment in the following areas:

- Stats and Data Sciences
- Chemical Sciences
- Physical Sciences
- Behavioral Sciences

- Life Sciences
- Bloomberg Lab
- Christ Incubation Centre, IPR Cell, Centre for Digital Innovation

The team engaged with Dr. Gurumurthy Hegde, Director of CARD, discussing ongoing research, patents, instrumentation facilities, lab-scale products, achievements, and future plans. Later, they interacted with faculty from the Mathematics Department, who presented an overview of programs and Service Learning activities. These include collaborations with schools, e-content development, real-time mathematical modeling, statistical research assistance, survey tool development, survey organization, and data analysis. Departments in the Service Learning program integrate it as a course or unit, assessed for its III component.



**Interacting with staff members of Zoology Dept. With regard to Service Learning initiatives**

The visit to CHRIST University was an enriching experience, offering valuable insights into a diverse array of academic and service initiatives. Engaging with faculty and students across various departments provided a comprehensive understanding of the institution's commitment to holistic education and community engagement.

From exploring Service Learning programs to witnessing innovative research projects, the visit highlighted CHRIST University's dedication to academic excellence and social responsibility. The interactions with department heads, faculty members, and students showcased the vibrant academic environment and the university's proactive approach to addressing real-world challenges.

## APPENDIX 7



**MARIS STELLA COLLEGE**  **UNITED BOARD**  
FOR CHRISTIAN HIGHER EDUCATION IN ASIA  
1922-2022

**(Autonomous), Vijayawada-8.**

**A College with Potential for Excellence  
NAAC Accredited & ISO 9001:2015 Certified**

### **One-Day Workshop for Students on Demystifying Community Service: Concepts and Contours by**

**Mr. Venkateshwar**

**Director of Murali Krishna Trust**

**Vijayawada**

**At the end of the workshop, the faculty and students will be able to**

- ◆ **Integrate community service and service learning.**
- ◆ **Look at the new avenues for research and publication via new relationships among students, faculty and community.**
- ◆ **Provide networking opportunities with engaged faculty in other disciplines.**

**Organised by the IQAC &  
Sponsored by the United Board**

**Date : 15-12-2023**

**Venue: Auditorium**

**Time: 10.00 am**

# **One-Day Workshop for Students on Demystifying Community Service: Concepts and Contours**

## **Organised by the IQAC, Supported by the United Board 15.12.2022**

One-day Workshop for students was organized by the IQAC at Maris Stella College, supported by the United Board, on 15th December 2022, focusing on Demystifying Community Service: Concepts and Contours. Three hundred students from the Arts, Science, and Commerce disciplines attended the program. Service Learning is defined as "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 the end of the workshop, students were able to

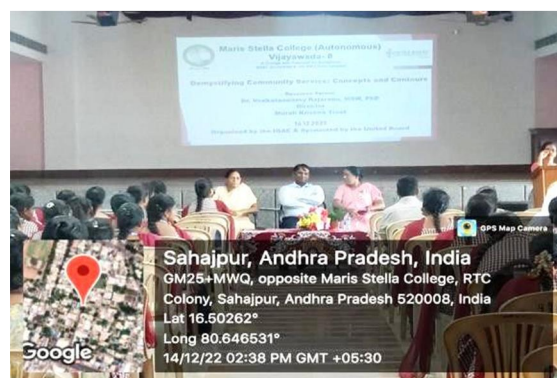
- Develop awareness and an understanding of the communities they live in.
- Realise they can make a difference with the given tools to do so.
- Improve their ability to apply what they have learned in 'the real world'.

The program commenced with an invocation seeking the blessings of God, followed by a warm welcome and introduction of the resource person, Dr. Venkataswamy Rajarapu, Director of Murali Krishna Trust, Vijayawada, Andhra Pradesh, by Sr. Sahaya Mary, Head of the Department of Social Work.

The session began with the resource person posing brainstorming questions and delving into the concept of community service, elucidating its benefits, types, structure, preparation of survey questions, and methodology. The analogy of the 'Tree,' emphasizing the importance of identifying and addressing problems at the root level, resonated effectively with the students. Additionally, the principles of community service, including confidentiality, acceptance, and individualization, were elaborated.



**Introducing the resource person**



**Session by the resource person**

In the final session, any ambiguity among the students was dispelled, and they were inspired to approach various communities with clarity, identify issues, address them at their level, and create an impact. The discussion of case studies and the provision of action plans aided the students in gaining a deeper understanding of the concepts of community service.



**Students attending the session on Service Learning**

Ms. Saraja, Head of the Dept. of Statistics graciously extended her gratitude to all students, speaker, and organizers for their invaluable contributions to the success of the workshop. She expressed heartfelt appreciation for their active involvement, insightful contributions, and commitment to the noble cause of community service. Ms. Saraja highlighted the significance of their collective efforts in fostering a spirit of social responsibility and making a positive impact on society.

APPENDIX 8



**MARIS STELLA COLLEGE** 

**(Autonomous), Vijayawada-8.**

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*Invitation*

**Interactive Session  
on Government Sector Services at  
Grassroot Level**

by

**Mr. Arava Ramesh**

**District Coordinator  
Forum for Child Rights**

**Organised by the IQAC & Sponsored by the United Board**

**Date : 2-2-2024**

**Venue: Auditorium**

**Time: 2.00 pm**



**A One-day Interactive Session for Students on Government Sector Schemes at  
Grassroots Level  
Organised by the IQAC, Supported by the United  
Board 2<sup>nd</sup> February 2024**

On February 2nd, 2024, Maris Stella College organized a one-day session focusing on 'Government Sector Schemes at the Grassroots Level'. The event, supported by the United Board, aimed to educate students on various government schemes and initiatives, particularly emphasizing their implementation at the grassroots level. Three hundred and fifty students from diverse disciplines including Arts, Science, and Commerce participated in the program.

The session commenced with an invocation seeking divine blessings, setting a tone of reverence and mindfulness. Following the invocation, Sr. Sahaya Mary, the Head of the Department of Social Work, extended a warm welcome to the attendees and introduced the esteemed resource person, Mr. Ramesh, the District Coordinator for Child Rights in Vijayawada, Andhra Pradesh.



Mr. Ramesh, in his role as the resource person, delivered an insightful session focusing on the pivotal role of education and various government schemes tailored for diverse target groups. He elucidated how students could actively engage with these schemes for community service projects, thereby fostering societal development. Particularly noteworthy was his emphasis on security measures, especially for girls, wherein he advocated for the utilization of safety apps like Disha and other helplines.

**The highlights of the session:**

**Education as a Catalyst for Development:** Mr. Ramesh underscored the transformative power of education and its role in enabling individuals to access and benefit from government schemes effectively.

**Community Engagement:** The session encouraged students to actively participate in community service projects, leveraging their knowledge of government schemes to address societal needs.



**Gender Security:** Highlighting the importance of gender security, Mr. Ramesh sensitized students to the significance of utilizing safety apps and helplines, particularly focusing on ensuring the safety of girls and women.

The one-day session on 'Government Sector Schemes at the Grassroots Level' proved to be highly enlightening and engaging for the students of Maris Stella College. It provided a platform for them to gain valuable insights into various government initiatives and their practical applications in community development. The event not only fostered awareness but also inspired students to actively contribute to societal welfare through their knowledge and actions.

The session fostered interactivity, enabling students to ask questions and resolve uncertainties. Mr. Ramesh delved into government schemes related to education and income-generation accessible to rural communities. Additionally, he and Mr. Prakash delivered awareness songs on pertinent social issues, effectively captivating and inspiring the students.

Overall, the session was immensely advantageous, empowering students with essential knowledge and motivating them to proactively utilize government schemes and tackle societal challenges for the enhancement of the community.

The organizers extended their sincere gratitude to the United Board and the management for their support in making the event a resounding success. Special thanks are also extended to Mr. Ramesh for his informative and inspiring session, and to all the students and faculty members whose enthusiastic participation contributed to the event's success.



**Interactive session on Government Sector Schemes at Grassroots Level**

## APPENDIX 9



**MARIS STELLA COLLEGE** 

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*Invitation*

**Workshop**

**on**

**Impact of Social Media on Community & Youth**  
**by**



**Fr. Bala Yesu CppS**

Visiting Professor to St. Joseph's College, Bengaluru

**Organised by the IQAC & Sponsored by the United Board**

**Date : 3-2-2024**

**Venue: Auditorium**

**Time: 9.00 am**

## **Impact of Social Media on the Community and Our Response**

### **03.02.2024**

Maris Stella College hosted a one-day session on February 3rd, 2024, titled "Social Media Impact on Community and Our Responses," with support from the United Board. Fr. Bala Yesu, a visiting professor from St. Joseph College in Bangalore, served as the resource person. He delivered an engaging session, effectively illustrating his points with motivational songs. Three hundred and fifty undergraduate students from various disciplines, including Arts, Science, and Commerce, participated in the program.

The interactive session aimed to educate students on the influence of social media on community dynamics and youth behavior. Fr. Bala Yesu commenced the session by delving into the profound impact of social media on modern society. Drawing from real-world examples and statistical data, he highlighted both the advantages and pitfalls of digital communication platforms.

Social media has profoundly impacted communities and students alike, shaping communication, relationships, and societal dynamics. Its presence has facilitated connectivity, allowing communities to share information, organize events, and support causes more easily. However, it also poses challenges such as the spread of misinformation, cyberbullying, and addiction, affecting mental health and social interactions. In response, there's a growing awareness of the need for digital literacy education, mental health support services, and ethical guidelines for social media usage to mitigate its negative effects and harness its potential for positive community engagement and student development,

He explained that in modern society, humans employ a diverse range of technologies across various domains. These include:

**Information and Communication Technology (ICT):** Encompassing devices like smartphones, computers, tablets, and the internet, ICT facilitates communication, information dissemination, and access to vast repositories of knowledge.

**Transportation Technology:** From automobiles to airplanes, trains, and ships, transportation technology enables efficient movement of people and goods over long distances.

**Medical Technology:** Advances in medical technology include diagnostic equipment, surgical instruments, prosthetics, and pharmaceuticals, improving healthcare delivery, diagnosis, and treatment outcomes.

**Environmental Technology:** Waste management systems, pollution control devices, and environmental monitoring sensors are examples of technologies developed to mitigate environmental degradation and promote sustainability.

These technologies, among others, play integral roles in shaping modern society, impacting various aspects of human life and enabling advancements in numerous fields.

The session concluded with a reflective segment, wherein participants were encouraged to contemplate their roles as responsible digital citizens. Fr. Bala Yesu reiterated the importance of using social media as a tool for constructive dialogue, community engagement, and advocacy for social justice. The session's key takeaways underscored the significance of

mindful social media usage in fostering meaningful connections and effecting positive change in society.

The interactive session on the impact of social media on community and youth, led by Fr. Bala Yesu, served as a catalyst for meaningful dialogue and introspection. Through insightful discussions and practical guidance, participants were empowered to navigate the digital landscape responsibly and harness the potential of social media for positive societal change. The session exemplified the collaborative efforts of Maris Stella College and the United Board in promoting holistic education and social awareness among students.



## ANNEXURE 10



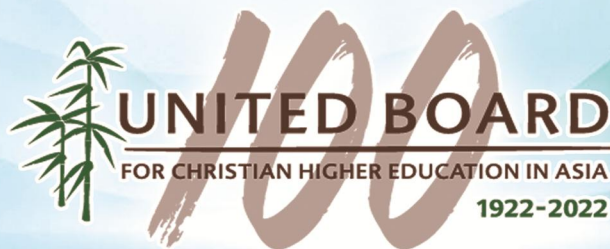
# MARIS STELLA COLLEGE

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**Towards Transformed and Emancipated  
Communities through  
'Whole Person Education': From Pedagogy to Praxis**

**Sponsored by  
UNITED BOARD FOR CHRISTIAN HIGHER EDUCATION  
IN ASIA INDIA PROGRAMME**



**REPORT ON SERVICE LEARNING PROJECT -  
A PILOT STUDY**

**MARIS STELLA COLLEGE (AUTONOMOUS)  
NH 16 Service Road, Benz Circle, Vijayawada, Andhra Pradesh, 520008 India**

## LIST OF COURSES

<b>Serial No.</b>	<b>Name of the Staff</b>	<b>Name of the Department</b>	<b>Title of Certificate Course</b>
1	Ms. Saraja	II B.Sc. MSCS	Problems of Female Migrant Workers
2	Sr. Japamalai	2 Ms. Pa II B.Sc. CBZ	Civic Health Care on Communicable Diseases
3	Ms. Deva Sri	II B.Sc. FMBC	Public Health in Nutrition
4	Ms. Santha Kumari	II B.Sc. Chemistry	Water Analysis
5	Ms. Harika	II Degree Hindi Language Students	Spoken Hindi
6	Mr. Sarath Chandra	II BA Journalism	Vocational Education for Development
7	Ms. G. Little Flower	II B.Sc. MPCs	Energy Conservation and Sustainability
8	Ms. D. Shilpa	II MBYC	Contagious Diseases
9	Ms. Vidyavathi	9 Ms. Manjula II MPCs, MECs	e-Literacy
10	Ms. Padmaja	II BCOM	Awareness on various Frauds/Problems in the Use of UPI Transactions
11	Ms. Jyothsna	I BA Political Science	Practice of Human Rights

**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA  
DEPARTMENT OF MATHEMATICS & STATISTICS**

**Title: Basic Mathematical/ Statistical Tools**  
**Duration: 30 Hours**  
**Target Group: Female Migrant workers**

**Course Codes: 20CERSLST1**  
**No. of Credits: 1**  
**No. of Students: 21**

**Objectives**

- To apply academic skills and knowledge to address real-life needs in the community.
- To identify and analyze the women and child related issues in the selected community.

**Course outcomes**

- CO1:** Describe the concept of Service learning to the needs of selected communities.
- CO2:** Analyze the issues related to women and children of the society by using different mathematical/statistical tools.
- CO3:** To develop civic engagement skills by enhancing their organizational and interpersonal skills

A total of 21 students from II B.Sc. (MSCS) have done their Service Learning Project “Basic Statistical Tools” for the academic year 2022-23. The duration of the course is 30 hours and the credits given are 1. The students have collected data from female migrant workers in Vijayawada with the help of an NGO Navajeevan Bal Bhavan , Durgapuram.

From the data, it is evident that among 200 individuals surveyed:

- 58.5% do not receive any benefits through their ration cards at their workplaces.
- 13.5% are ineligible due to not having a ration card.
- 28% are currently benefiting from workplace schemes.
- 7% are unregistered, 92.5% lack awareness.
- 0.5% are registered with private organizations.

The survey findings highlight that 68.5% of migrants understand the language used in their workplaces. Notably, female migration to urban areas is primarily driven by economic motives such as employment, business, and education. Most of these migrants, often illiterate or semi-literate, come from rural parts of India, seeking better work opportunities, financial assistance, and education for their children.

**Challenges faced by Female migrants:**

Despite economic prospects, female migrants face socio-economic challenges, including wage discrimination, gender bias, and mental stress from being away from their families. In response, the Department of Statistics students are proactively raising awareness about government schemes and banking loans to assist female migrant workers, aiming to alleviate their workplace challenges.

Specifically regarding ration cards, 1.5% have Antyodaya Anna Yojana (AAY), 7% possess Above Poverty Line (APL) ration cards, 78% have Below Poverty Line (BPL) ration cards, and 13.5% lack ration cards altogether.

- The economic dynamics of migrant workers reveal that 23.5% do not engage in overtime work, 54% decline overtime, and 22.5% willingly participate.
- Payment structures vary, with 38% receiving daily wages, 25% monthly, and 23% weekly. In terms of income, 65% earn 0 to 10,000 monthly, while 32% earn 11,000 to 20,000.
- Regarding remittances, 66.5% of migrants send 0 to 5,000 to their hometowns, 21.5% send 6,000 to 10,000, 9% send 11,000 to 15,000, and 3% send 16,000 to 20,000.

The study underscores that economic and social factors significantly impact female migrants, and through awareness programs, students contribute to informing them about government policies and schemes. Migrants, whether alone or with families, play a role in economic growth by remitting funds to their place of origin.



*Students explaining their reflections and plans to their peer group on 01.09.2022*

Based on the above findings, students planned some awareness activities like demonstrations, on the government schemes which are available for female migrants. The students were able to provide awareness of policies and schemes provided by Banks and Government.



**Students explaining the schemes available in government and banks to the female workers**



### **Reflections**

- Students interactions with female migrant workers deepened their understanding of the struggles of the target community
- They developed empathy and understanding towards real life problems.
- Students felt helpless in the face of the vastness of the migrant situation.

### **Outcomes:**

Through the study students understood that economic and social factors significantly influencing the female migrants.

Through awareness programs students are able to bring awareness about policies and schemes provided by the government.

## **SYLLABUS**

### **Objectives**

- To apply academic skills and knowledge to address real-life needs in the community.
- To identify and analyze the women and child related issues in the selected community.
- To give experiential opportunities to the students to learn real world contexts and develop skills of community engagement.

### **Course outcomes**

**CO1:** Describe the concept of Service learning to the needs of the selected community.

**CO2:** Analyze the issues related to women and children of the society by using different statistical tools.

**CO3:** To develop civic engagement skills by enhancing their group, organizational and interpersonal skills

### **UNIT-I: Introduction (10 Hrs.)**

Service Learning - Meaning - Concept - Importance - Principles - Ethical Concerns - Identification of Community - Need Analysis.

### **Activities**

1. Introduce the concept of Service Learning through a case study/ role play/ animation/graphical representation etc.
2. Need-based analysis in a selected community through observations.
3. Identify the target group.

### **UNIT-II: Statistical Tools (10Hrs.)**

Data collection on the selected issues- representation using Bar, Pie. Calculation of average values of the selected communities. Finding problems and testing the data by using different Mathematical/Statistical tools

### **Activities**

1. Meeting the target group
2. Data collection and applying suitable Statistical methods

### **UNIT-III: Community Engagement and Analysis of Data (10 Hrs.)**

Engage with Community – Propose solutions for the need - Analysis of data – Reflection on Experiences – Create Awareness.

### **Activities**

1. Analyze the data by using Mathematical/statistical tools.
2. Create awareness and analyze the problems.
3. Reflections and Recommendations.
4. Implement suitable solutions to the issues.
5. Generate a research report.

### **Annexures**

FEMALE MIGRANTS EXCEL SHEET:

[https://docs.google.com/spreadsheets/d/12aFINbskTahNqX\\_aRGLbbvW5MGmYq4DR/edit?usp=sharing&ouid=108548904131558139097&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/12aFINbskTahNqX_aRGLbbvW5MGmYq4DR/edit?usp=sharing&ouid=108548904131558139097&rtpof=true&sd=true)

FEMALE MIGRANTS PHOTOS LINK

[https://drive.google.com/drive/folders/1EPDYh\\_9VB06MbHKvT-0YMNp61SxYUAmO?usp=sharing](https://drive.google.com/drive/folders/1EPDYh_9VB06MbHKvT-0YMNp61SxYUAmO?usp=sharing)

**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA**  
**DEPARTMENT OF ZOOLOGY**

**Title: Civic Health Care on Communicable Diseases**  
**Duration: 30 Hours**  
**Target Group: General Public**

**Course Codes: 20CERSLCD1**  
**No. of Credits: 1**  
**No. of Students: 8**

**Objectives**

- To educate the community on health and hygiene practices.
- To provide guidance on vector-borne diseases and their transmission through contaminated food, water, and air.
- To raise awareness about effective preventive measures to control the spread of communicable diseases.

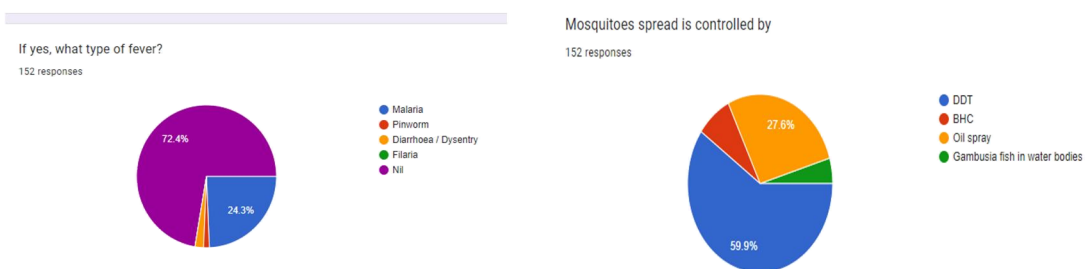
**Outcomes**

- Reduced Incidence of communicable diseases by imparting knowledge and awareness about health and hygiene practices.
- Improved overall well-being by educating the people on preventive aspects of Communicable diseases.
- Decreased transmission of vector-borne diseases like malaria, dengue fever, and Zika virus by providing guidance.

**Activities**

For the study students chose the nearby area known as Christurajapuram.

- They organized a survey and conducted an awareness program in Christurajapuram to address the issue of civic health care, specifically focusing on communicable diseases.
- The survey covered 152 families to find out the prevalence and extension of communicable diseases.
- The root causes of communicable diseases were open defecation, poor hygiene practices, and water stagnation in the locality.
- Through the awareness program, students emphasized the importance of proper sanitation, discouraging open defecation, using boiled water for consumption, and always covering the food.
- They conveyed the message that maintaining personal cleanliness and a clean environment contributes to good health, joy, peace, and prosperity.



**Survey Responses**



## Reflections

- Out of one hundred and fifty two families, even after adapting different measures to prevent both the spread of mosquito and the disease, people were still affected with malaria.
- Out of 152 families 170 members were affected by malaria followed by diarrhea and dysentery.
- There are no cases of Filariasis found in the surveyed area.
- Some people are not aware of safety practices due to unwillingness to change.
- The stagnant water serves as a breeding ground for various mosquito species.
- It is crucial for the community to collaborate in creating a clean and safe environment by eliminating mosquitoes and addressing unfavorable conditions that contribute to the spread of communicable diseases.

## Recommendations

- Cultivate good hygiene habits by engaging in daily bathing and maintaining litter-free surroundings.
- Toilets to be constructed for the families lacking them.
- Advocate for the consumption of only treated water—boiled, filtered, or purified.
- Minimize contact with fecal matter and use sandals to protect feet.
- Take care of common areas where exposure to disease-causing agents is possible.
- Implement effective pest control measures both in personal living spaces and community areas.
- Promote awareness about the significance of using toilets and adopting proper waste disposal practices.
- Collaborate with Municipal Corporations and NGOs dedicated to promoting a disease-free India and Swachh Bharat initiatives.

## Outcomes

- Assumed collective responsibility for a clean and green environment, fostering harmony and health in the community.
- It is incumbent upon us to uphold not only our individual well-being but also the civic health of surroundings.
- Implementation of proper sanitation, recycling initiatives and efficient disposal of waste for prevention of stagnation.
- Judicious urban planning to prevent the conversion of fertile lands into concrete expanses.



## Questionnaire

1. Has anyone in your household been affected by the following health issues? a. Malaria b. Diarrhea/Dysentery /Filaria/ Pinworm
2. If yes, how many individuals experienced both fever and diarrhea?
3. Does your locality have proper waste disposal practices? If yes, where is the waste disposed of?
4. Is there water stagnation or waterlogging in your area?
5. Are mosquitoes present in your surroundings? If yes, what measures are taken to prevent their spread? a. DDT b. BHC c. Oil spray d. Introduction of *Gambusia affinis* fish in water bodies
6. Despite preventive measures, how many people are currently affected by malaria?
7. Can you name the types of mosquitoes found in your locality?
8. What source of water do you use for consumption? a. Groundwater B. Borewell water c. Municipal Corporation water d. Canal water
9. Is your water treated? a. Boiled b. RO (Reverse Osmosis) c. Treated with fluorine d. Untreated water
10. Is there proper sanitation in your area? Do you have toilet facilities?
11. Do people defecate in open spaces, and how safe are your water bodies?
12. How many individuals in your community are affected by pinworm and dysentery?
13. What role does the Municipal Corporation play in controlling the spread of these diseases in your locality?

**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA  
DEPARTMENT OF FOOD SCIENCE AND TECHNOLOGY**

**Title: Public Health In Nutrition**  
**Duration: 30 Hours**  
**Target Group: Middle Aged People**

**Course Codes: 22CERSLHN1**  
**No. of Credits: 1**  
**No. of Students: 10**

**Objectives**

- To apply academic skills and knowledge to address real-life needs in the community.
- To identify the health and nutritional status of the people in the selected community.
- To enhance community engagement skills and data analysis skills.

**Course Outcomes**

- Describe the concept of Service Learning and identify the needs of a selected community.
- Analyze the Nutritional status of the population by using Assessment methods.
- Develop greater competence, flexibility and adaptability in working with the community and recognize suitable solutions for the future.

**Activities**

A total of 10 Degree students from B.Sc.(FMBC) have done their Service Learning Project Health in Nutrition for the academic year 2022-23. The duration of the course is 30 hours and the credits given are 1. The students have collected data from middle aged people who are sedentary workers from various areas of Vijayawada with the help of the supervisors of the concerned areas. From the data, it is evident that:

- More than 50% of people are not having a proper knowledge about nutrition to be given to the pregnant ladies.
- Most of them are not having proper nutritious food during pregnancy which are leading to many problems during childbirth.
- Many people from Kapileswarapuram are not aware of the nutritious food to be given as a supplement to their children. There are many children who are underweight and they are also undernourished and the growth in many children is stunted. From RTC colony, Vijayawada
- From the data it is evident that 40% of middle aged people are not aware of hygiene practices to be followed. They are not properly maintaining their surroundings, and most of them are throwing garbage in the nearby areas.
- Many are not aware about junk foods limits to be taken.
- They have explained to them the importance of health and hygiene practices to be followed to live a healthy and safe life.
- They have also encouraged them to follow and practice hygiene.
- They explained to them about the nutritious foods which could be brought at affordable prices and the foods which are locally available and also the nutrients found in the foods which are available seasonally.



### Interaction of Students with Local People



### Student Explaining to pregnant women about the nutritious to be taken during different trimesters

#### Outcomes

- Through the study students have understood about the lack of awareness of people about hygiene and nutrition of different age groups.
- Students have created awareness about the locally available food to meet the nutritional requirements.
- Students also created awareness about the risks of consuming junk food.

## MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA – 8

(Affiliated to Krishna University, Machilipatnam)

### DEPARTMENT OF CHEMISTRY

**Semester: III**

**Course Code: 20CERSLWA1**

**Course Title: Water Analysis**

**Credits: 1**

**No. of Hours: 30 Hrs.**

**Number of Students: 20**

### INTRODUCTION

Getting clean and safe drinking water is the right of every citizen. Unfortunately, the natural resource that helps in sustaining lives on Earth is dangerously contaminated. A report by NSO suggests that two-thirds of Indian homes drink unsafe and untreated water. Only 8% of households boil water before drinking, which is not a very efficient way of removing contaminants.

### AIM

Determining different parameters (pH, alkalinity, dissolved oxygen, hardness) to analyze water sample.

### SCOPE

The project involves the study of various physico-chemical parameters involved in analyzing the water sample for its purity. It is to understand the clinical importance of pure and safe drinking water. It involves the finding of clinical preferences in the current water sample according to the marketing research and aims that are laid for the range of safe drinking water.

### AREA: Surrounding areas of Vijayawada

#### ACTIVITY 1 - Survey

A survey was conducted to know which type of water is used for consumption and domestic use. A google form was prepared on 7.09.2022 with necessary details and collected data from 5 houses in the surrounding areas of vijayawada. The collected water sample was tested for physico chemical parameters in the chemistry lab.





1	Name	1. What is the source of water?	2. Which type of water?	3. Is your water hard?	4. Do you know what is pH?	5. If yes what is it?	6. What is the consumption of water per day?	7. What is the consumption of water per week?	8. Have you analyzed the water quality?	9. What are you doing to improve the quality of water?	10. In your opinion where is the source of water better?
2	D.Santha kumari	1. Municipal tap water	1. Municipal water	1. Yes	1. Yes	1. 6.5-8.5	1. Hard	2. 10-30 liters	2. No	4. boiling and filtering	1. Ground water
3	Jeevani	1. Municipal tap water	3. mineral water	1. Yes	1. Yes	1. 6.5-8.5	1. Hard	3. 30 liters	1. Yes	4. boiling and filtering	2. Municipality water
4	D. sravani	1. Municipal tap water	2. bore water	1. Yes	2. No	4. 3.5-4.5	1. Hard	2. 10-30 liters	2. No	4. boiling and filtering	1. Ground water
5	K. Abhinaya	2. Bore water	1. Municipal water	1. Yes	1. Yes	1. 6.5-8.5	2. Soft	1. Below 10 liters	1. Yes	4. boiling and filtering	1. Ground water
6	Oruganti Lekha Medhu	1. Municipal tap water	1. Municipal water	1. Yes	2. No	1. 6.5-8.5	2. Soft	2. 10-30 liters	2. No	2. Using filters	1. Ground water
7	D.Hadassa Blessy	1. Municipal tap water	1. Municipal water	1. Yes	1. Yes	4. 3.5-4.5	1. Hard	1. Below 10 liters	1. Yes	4. boiling and filtering	1. Ground water
8	U. Sriakshmi	2. Bore water	2. bore water	1. Yes	1. Yes	1. 6.5-8.5	1. Hard	2. 10-30 liters	2. No	2. Using filters	2. Municipality water
9	T.keerthi	2. Bore water	2. bore water	1. Yes	1. Yes	1. 6.5-8.5	2. Soft	2. 10-30 liters	1. Yes	4. boiling and filtering	1. Ground water
10	Devi alekhyia	2. Bore water	2. bore water	1. Yes	1. Yes	1. 6.5-8.5	2. Soft	2. 10-30 liters	2. No	2. Using filters	1. Ground water
11	Mohammad Sumayya	2. Bore water	2. bore water	1. Yes	1. Yes	1. 6.5-8.5	2. Soft	2. 10-30 liters	2. No	2. Using filters	1. Ground water
12	Sravani	2. Bore water	1. Municipal water	1. Yes	1. Yes	1. 6.5-8.5	2. Soft	2. 10-30 liters	2. No	4. boiling and filtering	1. Ground water
13	N.pushpa varshitha	2. Bore water	1. Municipal water	1. Yes	1. Yes	1. 6.5-8.5	2. Soft	1. Below 10 liters	2. No	3. Boiling	1. Ground water
14	K.Himaniprakash	1. Municipal tap water	2. bore water	2. No	1. Yes	1. 6.5-8.5	1. Hard	4. 35 liters	1. Yes	4. boiling and filtering	1. Ground water
15	P. Neelima	2. Bore water	2. bore water	1. Yes	1. Yes	4. 3.5-4.5	1. Hard	2. 10-30 liters	1. Yes	4. boiling and filtering	1. Ground water
16	k.pujitha	1. Municipal tap water	1. Municipal water	1. Yes	1. Yes	1. 6.5-8.5	1. Hard	4. 35 liters	1. Yes	4. boiling and filtering	1. Ground water
17	Akshaya	1. Municipal tap water	3. mineral water	1. Yes	1. Yes	4. 3.5-4.5	2. Soft	2. 10-30 liters	1. Yes	2. Using filters	1. Ground water
18	Akshya D	2. Bore water	1. Municipal water	1. Yes	1. Yes	1. 6.5-8.5	2. Soft	1. Below 10 liters	1. Yes	2. Using filters	1. Ground water
19	G.deepthi meghana	2. Bore water	2. bore water	1. Yes	1. Yes	1. 6.5-8.5	2. Soft	3. 30 liters	2. No	2. Using filters	1. Ground water
20	Tarnmai	1. Municipal tap water	1. Municipal water	1. Yes	1. Yes	1. 6.5-8.5	1. Hard	2. 10-30 liters	1. Yes	1. Water neutralization	1. Ground water
21	M.jyotsna	1. Municipal tap water	1. Municipal water	1. Yes	1. Yes	1. 6.5-8.5	1. Hard	4. 35 liters	1. Yes	2. Using filters	1. Ground water
22	P. Navayasee	1. Municipal tap water	1. Municipal water	1. Yes	1. Yes	1. 6.5-8.5	2. Soft	2. 10-30 liters	1. Yes	1. Water neutralization	2. Municipality water
23	Ramya Thota	2. Bore water	1. Municipal water	1. Yes	1. Yes	3.5-9.5	2. Soft	1. Below 10 liters	1. Yes	4. boiling and filtering	1. Ground water
24	Pellavi	2. Bore water	3. mineral water	1. Yes	1. Yes	1. 6.5-8.5	1. Hard	1. Below 10 liters	1. Yes	2. Using filters	1. Ground water
25	Moturi Sowmya Sri	2. Bore water	2. bore water	1. Yes	1. Yes	1. 6.5-8.5	2. Soft	2. 10-30 liters	2. No	2. Using filters	1. Ground water
26	K. Iriventi	1. Municipal tap water	1. Municipal water	1. Yes	1. Yes	1. 6.5-8.5	2. Soft	3. 30 liters	1. Yes	1. Water neutralization	2. Municipality water
27	T. Bhargavakumari	2. Bore water	2. bore water	1. Yes	1. Yes	1. 6.5-8.5	2. Soft	3. 10-30 liters	1. Yes	4. boiling and filtering	1. Ground water

## ACTIVITY – 2

### Physico-chemical analysis of Water sample

#### 1. pH

pH is a measure of how basic or acidic a substance is. pH has a range of 0-14. A pH greater than 7 means the substance is basic. A pH less than 7 means the substance is acidic. When the pH is exactly 7 it indicates that the substance is neutral. The students tested pH for various samples on 26.09.2022 in their locality.

#### 2. HARDNESS OF WATER

Hardness is the capacity of water to precipitate soap. Total hardness is defined as the sum of the calcium and magnesium concentrations, both expressed as CaCO<sub>3</sub> in mg/L.

#### 3. ALKALINITY

Alkalinity is the water's capacity to resist changes in pH that would make the water more acidic. It also refers to the capacity of the water to neutralize the acid (ANC, Acid Neutralizing Capacity).

#### 4. DISSOLVED OXYGEN

The amount of oxygen dissolved in water is termed as the dissolved oxygen (DO). Solubility of oxygen in water depends on temperature and it (Solubility of oxygen) decreases with increase in temperature.



Testing the Water sample for TOTAL HARDNESS on 11.10.2022



Testing the Water sample for ALKALINITY on 11.10.2022



Testing Water sample for pH  
on 5.10.2022



Testing Water sample for pH  
on 23.09.2022

Samples	Area	pH	Total Hardness of water(ppm)	Alkalinity	Dissolved oxygen (mg/l)
1	Enikepadu	7.0	126.4	250	8
2	Gundlapadu	8	26.86	200	5.5
3	Macherla	8.3	170.64	195	4.3
4	Savaragudem, Gannavaram	7	316	200	20.5
5	Tenneru, kankipadu	7	347.6	200	19.5
6	Darsipet, Vijayawada	7	151.68	235	21

### Observations

- According to WHO Standards and BIS standards, the acceptable limit of PH is 6.5 – 8.5 – *safe for drinking*
- Total hardness of tested water samples is 400-500 ppm -*unsafe for drinking* but it can be used for domestic purposes.
- The alkalinity of the water sample is 200 mg / L CaCO<sub>3</sub> – *safe for drinking*.
- Dissolved oxygen presenting water sample is 20.5 mg DO / L.- *unsafe for consumption*.

### Result

By the determination of pH, Hardness, Alkalinity and Dissolved oxygen (DO), the students have concluded that only pH & alkalinity are in acceptable range of BIS standards and hence the samples are SAFE for consumption.

### **Achievements:**

- Students successfully conducted a comprehensive project on water quality assessment, indicating proficiency in analytical techniques and data interpretation.
- Achieved Credits in the water analysis course, demonstrating a deep understanding of principles and methodologies in water quality management.
- Completed a rewarding Service Learning Project with Community, gaining hands-on experience in water sampling, analysis, and report generation.
- Developed and implemented innovative solutions for water treatment challenges during a collaborative project, emphasizing problem-solving skills and creativity.

### **Challenges Faced:**

- Gaining community trust and involvement was challenging. Establishing effective communication channels and understanding local needs are crucial aspects of overcoming this challenge.
- Community service often involves working in diverse and unfamiliar environments. Adapting to different cultures, social structures, and community dynamics was both enriching and challenging.
- Creating plans for ongoing support and community empowerment is essential.

### **Outcomes**

- **Ensuring Safe Drinking Water:** Rigorous water quality testing helps identify contaminants and ensures that drinking water meets safety standards, safeguarding public health and preventing waterborne diseases.
- **Environmental Protection:** Monitoring water quality helps identify pollutants and their sources, allowing for targeted efforts to reduce or eliminate contamination. This contributes to the preservation of ecosystems and biodiversity.
- **Early Detection of Issues:** Continuous monitoring and analysis provide early detection of changes in water quality. This proactive approach allows for timely interventions and prevents the escalation of water-related problems.

### **What Did the Students learn?**

- **Gaining knowledge** in water analysis is not only an academic pursuit but a critical step towards understanding and addressing pressing environmental and public health issues.
- **Hands-on Experience:** Learning water analysis provides students with practical, hands-on experience in laboratory techniques, instrumentation, and data interpretation. This experiential learning enhances their understanding of scientific processes.
- **Real-world Applications:** The skills acquired through water analysis have direct real-

world applications. Students can apply their knowledge to address water quality challenges in their communities, contributing to positive environmental and health outcomes.

- **Environmental Stewardship:** By understanding the impact of human activities on water quality, students are empowered to become environmental stewards. This knowledge encourages responsible behavior and decision-making in relation to water resources.
- **Problem-solving Skills:** Analyzing water quality data requires critical thinking and problem-solving skills. Students develop the ability to identify and address challenges related to water contamination, treatment, and management.

## **SYLLABUS**

### **Objectives**

- To apply academic skills and knowledge to address real-life needs in community.
- To understand water consumption and management strategies and study procedures for water analysis parameters.

### **Course Outcomes**

- CO1:** Describe the concept of Service Learning and identify the needs of selected community.
- CO2:** Outline water consumption and management strategies and analyses the water quality parameters of water.
- CO3:** Develop greater competence, flexibility and adaptability in working with the community and recognize suitable solutions for the future.

### **UNIT-I: Introduction**

**(10 Hrs.)**

Service Learning - Meaning - Concept - Importance - Principles - Ethical Concerns - Identification of Community - Need Analysis.

### **Activity**

1. Introduce the concept of Service Learning through a case study/ role play/ animation/graphical representation etc.
2. Need-based analysis in a selected community through observations.
3. Identify the target group.

### **UNIT-II:**

**(10 Hrs.)**

### **Water consumption and management**

Rain water harvesting, ground water recharge, Recycling waste water (STP system), grey water and sewage water treatment

### **Water analysis**

BIS, ISO standards for drinking Water, Water quality analysis Parameters (physical, chemical and biological) – colour, turbidity, total dissolved solids, conductivity, acidity, alkalinity, hardness. Determination Methods for DO (Winkler’s Method), BOD, COD.

### **Activities**

1. Determination of water parameters for ground potable water samples from different localities

### **UNIT-III: Community Engagement & Analysis of Data**

**(10 Hrs.)**

Engage with Community – Propose solutions for the need - Analysis of data – Reflection on Experiences – Create Awareness.

### **Activities**

1. Analyze the data by using statistical tools.
2. Analyze the problems and create awareness.
3. Implement suitable solutions to the issues.
4. Reflections and Recommendations.

### **References Books**

- Hand book of water quality analysis by Kanwaljith Kaur
- Industrial Water Analysis Handbook by N. Manivasakam

## MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA – 8

(Affiliated to Krishna University, Machilipatnam)

### DEPARTMENT OF HINDI

**Title: Spoken Hindi**

**Course Code: 22CERSLSH1**

**Duration: 30 Hours**

**No.of Credits: 1**

**Target Group: People Who Do Not Know Hindi**

**No.of Students: 16**

#### Objectives

- To apply academic skills and knowledge to address real-life needs in communities.
- To enhance conversational skills.

#### Course Outcomes

- Describe the concept of Service Learning and identify the needs of selected communities.
- Develop good communication skills.
- Develop greater competence, flexibility and adaptability in working with the community and recognize suitable solutions for the future.

The Spoken Hindi Program For Non-Hindi Students Chosen For Non-Hindi Speakers In Rajasthan School I-Town, Vijayawada. The program was initiated to provide basic Hindi language skills to a group of 16 students.

#### Activities

The program focused on fostering linguistic diversity and cultural understanding, with a particular emphasis on spoken communication.

#### Challenges and Solutions:

- Varying language backgrounds and learning pace among participants.
- To address varying language backgrounds, personalized attention was given, and supplementary materials were provided to cater to individual needs.



#### Reflections

- The Spoken Hindi Program has achieved its objectives of promoting linguistic diversity and cultural understanding.
- The targeted individuals, including students in schools and community members have benefited from enhanced Hindi language skills.
- This initiative serves as a model for similar programs in diverse regions, illustrating the potential to bridge language gaps and foster cultural unity through language education.

## MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA – 8

(Affiliated to Krishna University, Machilipatnam)

### DEPARTMENT OF JOURNALISM

**Course Title: Vocational Education for Development**      **Course Code: 22CERSLPR1**

**No. of hours: 30 Hrs.**

**No. of credits: 1**

**No. Students: 20**

**Target group: Women**

#### Interaction with Target Group

A total of eleven II Degree students from streams such as B.A. T.T.M., HELP, and B.Com have done their Service Learning Project “Vocational Education for Development” for the academic year 2022-2023.

The duration of the course is 30 hours and the credits given are 1.

The students have collaborated with Jan Shikshan Sansthan, a Centrally-sponsored Institute aimed at imparting training for women in tailoring and embroidery at a moderate cost.

The students also received hands-on training in tailoring and embroidery at Jan Shikshan Sansthan, Vijayawada.

#### Activity

They conducted a survey on the financially weak women who are undergoing training at Jan Shikshan Sansthan.

#### Finding

Students reported findings on how vocational skills are empowering economically backward women.

#### Reflection

They realized that the practical learning experience boosts confidence and generates employment leading to the improvement in the economy of our country.

The women surveyed at Jan Shikshan Sansthan echoed the same views as vocational education provided them a platform to build a career and life.



*Students receiving hands-on training at Jan Shikshan Sansthan, on 8.9.22; tailoring trainer P. Varalakshmi talks about the “tailor-made” courses being offered at the institute.*



*Stitches by homemakers cast a spell on students, during their visit to Jan Shikshan Sansthan at Moghalrajapuram in Vijayawada on 8.9.22; entrepreneur M. Hymavathi explains how designing and creativity distinguish her sarees from the regular ones in the market.*



**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA – 8**

(Affiliated to Krishna University, Machilipatnam)

**DEPARTMENT OF PHYSICS**

**Title: Energy Conservation and Sustainability**

**Course Code: 22CERSLEC1**

**No. of Hours: 30 Hrs.**

**Credits: 1**

**Semester: III**

**No. of Students: 28**

**Objectives:**

- To apply academic skill and knowledge to address needs in the community.
- To understand the need of energy conservation for sustainability.
- To enhance community engagement skills and data analysis skills.

**Course outcomes:**

- CO1:** Describe the concept of service learning and identify the needs of the selected community.
- CO2:** Explain the working principles of electric lamps, their fundamentals, need for energy conservation for sustainability and promotion of lamps that conserve energy.
- CO3:** Develop greater competence, flexibility and adaptability in working with the community and recognize suitable solutions for the promotion of LED bulbs usage.

**Target group:** Commercial and residential areas around Patamata Centre, Gunadala and Ramalingeswara Nagar.

**Service-learning Course**

Service-learning is an educational approach wherein students actively engage in organized service that addresses community needs and is connected to academic study through structured reflection. Maris Stella College has embraced and put into practice this definition of service-learning on campus. The aim is to instill social responsibility among students, encouraging them to contribute to society through participation in service learning, alongside their pursuit of academic excellence. Ms. P. Padma Latha served as the mentor for Service-Learning from the Department of Physics.

## **Energy Conservation and Sustainability**

### **Introduction**

The world's energy resources face increasing pressure to meet the growing demand for energy due to technological changes and shifts in lifestyle. As resources become scarce and energy costs rise, it becomes crucial for everyone to save and use energy judiciously. Efficient lighting practices can lead to substantial energy and cost savings. Adopting energy-efficient lighting practices can result in up to an 82% reduction in energy use associated with lighting systems. Light-emitting diodes (LEDs), being one of the most efficient types, offer greater reductions than compact fluorescent lamps (CFLs) and traditional light sources.

This course 'Energy Conservation and Sustainability' aimed to examine the lighting systems employed by residents in three distinct areas of Vijayawada. The objective was to assess the level of awareness among people regarding energy-efficient LED bulbs and their potential contributions to energy conservation and sustainability.

### **Summary of the work done**

Twenty-seven students from II MPC and one student from II MECS have opted to engage in the service-learning activity centered around the theme of 'Energy Conservation and Sustainability.' These students were divided into three groups, each comprising eight members, with each group selecting a different area in Vijayawada for their service-learning initiative. A survey was undertaken to understand the usage of different lights in various residential areas, enabling appropriate actions to promote energy-efficient light sources in homes and commercial places for enhanced energy sustainability.

This survey also aimed to raise awareness among the public about the environmental and health impacts of using non-energy-efficient light sources. As a follow up activity, students also conducted an awareness activity with posters and placards highlighting the uses of LED bulbs which will help them to cut down their electricity bills. Students also enlightened the public about the environmental and health impacts of using non-energy efficient light sources and benefits of energy efficient lights, so that they can switch over to using LED light bulbs at home and save money.

### **Methodology**

A Google Form questionnaire, crafted to assess community awareness about the advantages of LED lights, was generated. The survey was carried out by the students of the three groups at scheduled times in three distinct areas: Gunadala, Patamata, and Ramalingeswara Nagar. Approximately 60 to 70 responses were collected in each area during various designated times.

## Analysis of the survey

- About 30 % people residing at Gunadala are using the incandescent bulbs as they are unaware of the uses of LED bulbs.
- About 10 % of people living in Gunadala are using LED bulbs at home as they have received them free from the government under a government scheme.
- About 70 % people residing in Patamata and Ramaligeswara Nagar, are well aware of the benefits of using energy efficient light bulbs and are already using LED bulbs at home.
- 74.1% surveyed persons believe that saving energy will be helpful for their future generations.

## Observation

- People who know the energy benefits of LED bulbs are hesitant to use LEDs because of their high price.

## Challenges

Encouraging active involvement in the survey was challenging due to busy schedules or low prioritization.

Ensuring accurate information may be difficult, as respondents did not remember specific details of the electric bulbs used or unable to distinguish energy efficient bulbs from incandescent bulbs.

Some residents lacked awareness regarding the environmental and health impacts of non-energy-efficient light sources, affecting response quality.

- Encountering resistance to changing lighting habits because energy efficient bulbs are expensive.

## Impact of Service learning

The awareness programme conducted by the students was effective enough in convincing the people residing in the chosen areas to switch to energy efficient light bulbs to save energy for the present and the future and thus agreed to contribute to energy conservation.



Awareness on the usage of LED bulbs conducted at Patamata on 22.09.2022



Awareness programme at New post office road, Patamata, Vijayawada on 22-09-2022



recess program at Thumali complex, Patamata, Vijayawada on 11-10-2022



Survey conducted at Ramalingeswari Nagar, Vijayawada on 21-09-2022

## SYLLABUS

### UNIT-I: Introduction to service Learning

(10 Hrs.)

Service Learning - Meaning - Concept - Importance - Principles - Ethical Concerns - Identification of Community - Need Analysis.

#### Class Room activities

1. Introduce the concept of Service Learning through a case study/ role play/ animation/graphical representation etc.
2. Need-based analysis in a selected community through observations.
3. Identify the target group.

### UNIT-II: Electric lamps and Energy conservation

(10 Hrs.)

Types of lamps, lamps in series and parallel, simple problems, wattage, power rating, energy conservation vs. energy efficiency, comparison of conventional and modern electric lamps, energy costs, ways to save energy at home.

#### Lab activities

Voltage, current characteristics of incandescent bulbs, CFL lamps and LED bulbs of different wattages and their comparison.

### UNIT-III: Community Engagement and Analysis of Data

(10 Hrs.)

Engage with Community – Analysis of data - Propose solutions – Create Awareness - Reflection on Experiences

**Community engagement activities**

- Analyze the data by using statistical tools.
- Analyze the problems and create awareness.
- Implement suitable solutions to the issues.
- Reflections and Recommendations.
- Generate a research report.

**Reference Book**

Energy Management And Conservation by K V Sharma and P Venkata Seshiah, Wiley India.

**MARIS STELLA (AUTONOMOUS) COLLEGE VIJAYAWADA-8**  
(Affiliated to Krishna University, Machilipatnam)  
**DEPARTMENT OF ZOOLOGY**

**Course Title: Contagious Diseases**

**Course Code: 22CERSLCD1**

**No. of Hours: 30 Hrs.**

**Credits: 1**

**Target Group: Street food vendors**

**No. of students: 10**

**Objectives:**

1. To apply academic skills and knowledge to address real-life needs in community
2. To identify the communicable diseases in selected community
3. To enhance the community engagement skills and data analysis skills

**Observing Community**

Patamata is an affluent suburban area in the central part of Vijayawada, Andhra Pradesh, India. It is one of the commercial and residential locations with the highest number of schools of both Government and Corporate sectors. Patamata is a sub-locality of the prime employment hub of Benz Circle situated in the eastern part of Vijayawada with people of different states and food habits. The area also contains shopping malls and jewellery shops. It has become a major transit point for traffic because it lies between Benz Circle and Auto Nagar. It falls under the 12th ward of Vijayawada Municipal Corporation, and the present corporator is Sambaiah. It is an unreserved ward for women candidates.

**Awareness Programme:**

An awareness programme was conducted for street vendors of Patamata ward on the topic 'Contagious Diseases' - like CoronaVirus, Chicken Pox and Flu. The street vendors are found using masks, sanitizers and safety measures to keep them safe. In this programme, the students explained how contagious diseases spread to others and how to take precautions to avoid the same.

As a part of service learning we have educated a lot of street vendors about these different contagious diseases. We need to have a little more medical information on the contagious diseases. In cases where people were totally unaware, students sat down with them and explained about the safety measures.



**Fig 1: Explanation of contagious diseases**

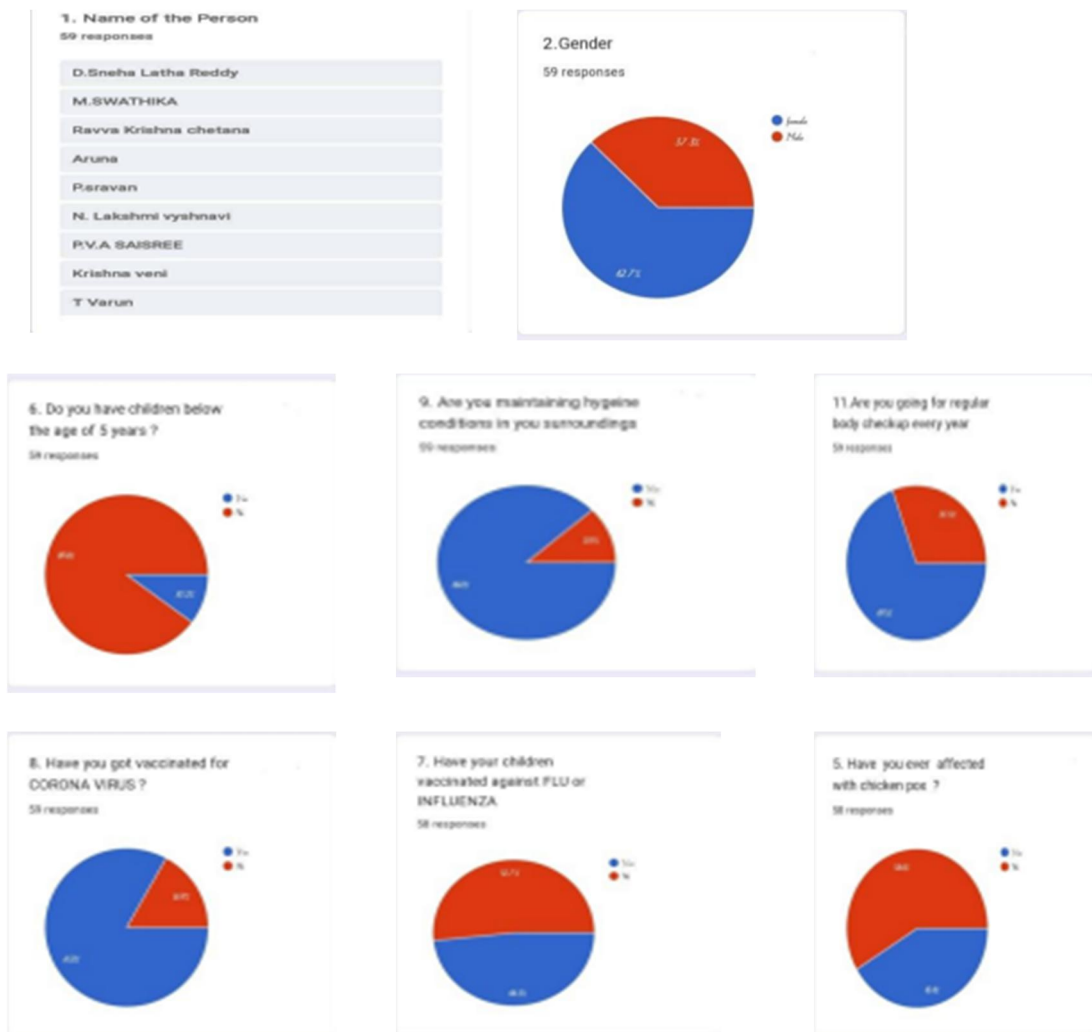


**Fig 2: Hospital Survey on contagious diseases**

**Survey Results:**

This report presents the findings of a survey conducted among street vendors regarding their health conditions. The survey aimed to understand the prevalence of certain illnesses, particularly chickenpox, flu or influenza, and coronavirus, within this demographic group. A total of 59 responses were recorded, providing valuable insights into the health status of street vendors in the surveyed area.

**Demographic Profile:** Out of the 59 respondents, there were 63.7% female vendors and 37.3% were male vendors. This shows a higher representation of female street vendors in the surveyed population.



**MARIS STELLA (AUTONOMOUS) COLLEGE VIJAYAWADA-8**

(Affiliated to Krishna University, Machilipatnam)

**DEPARTMENT OF MICROBIOLOGY**

**Course Title: Contagious Diseases**

**Course Code: 22CERSLCD1**

**No. of Hours: 30 Hrs.**

**Credits: 1**

**Objectives**

- To apply academic skills and knowledge to address real-life needs in communities
- To identify and create awareness about the communicable diseases in selected communities.
- To enhance community engagement skills and data analysis skills.

**Learning Outcomes**

**CO1:** Describe the concept of Service Learning and identify the needs of selected communities.

**CO2:** Understand the cause of bacterial and fungal diseases in selected community

**CO3:** Develop greater competence, flexibility and adaptability in working with the community and recognize suitable solutions for the future.

**UNIT - I: Introduction (10 Hrs.)**

1. Service Learning - Meaning - Concept - Importance - Principles - Ethical concerns - Introduction of Selected Community - Need Identification.

**Activities**

1. Introduce the concept of Service Learning through a case study/ role play/ animation/graphical representation etc.
2. Need-based analysis in a selected community through observations.
3. Identify the target group.

**UNIT - II: Microbial diseases (10 Hrs.)**

Introduction to bacterial, fungal and viral diseases. Epidemiology, Symptoms, Diagnosis, treatment and prevention of communicable diseases.

**Activities**

1. Identify the area with frequent communicable diseases
2. Create awareness on Chickenpox, flu and Corona virus in the community
3. Awareness programmes on vaccination in the community

**UNIT - III: Community Engagement and Analysis of Data (10 Hrs.)**

Identify suitable solutions - Engage with Community - Analysis of data -Create awareness .



### **Activities**

1. Analyze the data by using statistical tools.
2. Analyze the problems and create awareness.
3. Recommend and implement suitable solutions to the issues.
4. Generate a research report.

### **Reference Books**

1. Schlaich, C.C., Oldenburg, M. and Lamshöft, M.M., (2009). Estimating the risk of communicable diseases aboard cargo ships. *Journal of travel medicine*, 16(6), pp.402-406.
2. Farrar, J., Hotez, P., Junghanss, T., Kang, G., Lalloo, D. and White, N.J., (2013). *Manson's Tropical Diseases E-Book*. Elsevier health sciences.
3. Kassa, M. and Grace, J., (2019). The global burden and perspectives on non-communicable diseases (NCDs) and the prevention, data availability and systems approach of NCDs in low-resource countries. In *Public Health in Developing Countries-Challenges and Opportunities*. IntechOpen.
4. Webber, R., (2019). *Communicable diseases: a global perspective*

**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA**  
(Affiliated to Krishna University, Machilipatnam)  
**DEPARTMENT OF COMPUTER SCIENCE**

**Course Title: e-Literacy**

**Semester: III**

**No. of Hours: 30**

**Course Code: 22CERSLEL1**

**Credits: 1**

**Number of Students: 29**

**Objectives**

- To foster a sense of civic responsibility and community engagement
- To instil ethical considerations in the use of digital technology
- To encourage reflection on the impact of digital technology on individuals and society

**Outcomes**

- Demonstrate enhanced proficiency in using digital tools
- Develop a heightened sense of civic responsibility and social awareness by applying digital literacy skills to address community needs
- Enhance the ability to identify and solve real-world problems through the application of digital solutions

**Time Duration: 30Hrs**

**Target Group:**

Commercial and residential areas in and around NTR Circle, Sitara Centre, Patamata and Prasadampadu

**Report**

Service-learning constitutes an educational method where students actively participate in coordinated service endeavors that address community needs, intricately linked to academic study through intentional and structured reflection.

Organizing digital literacy for service learning aligns with the demands of the digital age, addresses societal needs, promotes equity, and prepares students for future challenges in a rapidly evolving world.

As part of this project, 29 students from II MPCs, II MSCs and II MECs have opted to engage in the service-learning activity centred around the theme of “e-Literacy”. These students were divided into 4 groups, each comprising 8 members in 3 groups and 5 members in 1 group, selecting different areas in and around Vijayawada for their service-learning initiative.

A survey was undertaken to understand the need for usage of UPI payments, internet usage, creation of emails and security. This survey helped students to understand the need of digital literacy and raised awareness on usage of internet, email and UPI payments. As a follow-up activity, the students raised awareness in the public about the need to be digitally

sound. They utilized placards and showed them in mobiles. Students also enlightened the public about the impact of using mobiles for their day today activities.

### **Methodology**

A Google Form questionnaire, crafted to assess community awareness about the advantages of using the internet, having email and usage of UPIs was generated. The survey was carried out by the students in four groups at scheduled times in four distinct areas: NTR Circle, Sitara Centre, Patamata and Prasadampadu. Approximately 50 to 60 responses were collected in each area during various designated times.

### **Analysis of the survey**

- About 30 % of people residing at Sitara center are using internet for Various purposes.
- About 10 % of people living in Prasadampadu are using UPI payments for various transactions.
- About 70 % people residing in NTR Circle and Patamata, are well aware of the benefits of using internet and UPI payments.
- 74.1% surveyed persons have faith in the usage of the internet, having email and making UPI payments for different purposes.

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### **Observation**

- People who know about UPI payments, emails, and the internet are hesitant to use it because of security reasons.

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### **Challenges**

- Encouraging active involvement in the survey was challenging due to busy schedules or low prioritization.
- Some residents lacked awareness regarding the usage of the internet, UPI payments and emails.
- Encountering resistance in the usage of internet, UPI payments and emails are extensive because of various security reasons.

### **Impact of Service learning**

The awareness programme conducted by the students was effective enough in convincing the people residing in the selected areas to switch to UPI payments, email and internet usage for the present and the future and thus agreed to contribute to energy conservation.

### **Reflection**

This service learning helped the students to gain a better understanding of the usage of UPI payments, internet and emails.



**Survey on the usage of mobile phones with questionnaire**



**Awareness on usage of internet banking services on-14/09/2022.**



**Awareness on mobile privacy system on-28/09/2022**



**Exit report-feedback on the awareness activities done on-11/10/2022**

## SYLLABUS

### Unit – I

(10 Hrs.)

#### **Introduction:**

Service Learning - Meaning - Concept - Importance - Principles - Ethical concerns - Introduction of Selected Community - Need Identification.

#### **Activities**

1. Introduce the concept of Service Learning through a case study/ role play/ animation/graphical representation etc.
2. Need-based analysis in a selected community through observations.
3. Identify the target group.

### Unit – II

(10 Hrs.)

#### **Digital Environment:**

**Internet Fundamentals-** Email creation, Browsing, Usage, Security.

**Online payments-** Unified Payments Interface (UPI)-Services- Limitations and threats.

#### **Activities**

1. Discuss the issues in e-mail creation, e-payments and security.
2. Prepare a plan to analyse the issues.
3. Use different techniques to resolve the problems.

### Unit – III

(10 Hrs.)

#### **Community Engagement and Analysis of Data:**

Identify suitable solutions - Engage with Community - Analysis of data - Create awareness.

#### **Activities**

1. Analyze the data by using suitable tools.
2. Analyse the problems and create awareness.

## MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA

(Affiliated to Krishna University, Machilipatnam)

### DEPARTMENT OF COMMERCE AND MANAGEMENT

**Title: Awareness on various Frauds/Problems  
in the Use of UPI Transactions**

**Duration: 30 Hours**

**Target Group: General Public**

**Course Codes: 20CERSLUR1**

**No. of Credits: 1**

**No. of Students: 8**

#### Objectives

- To create awareness on various frauds
- To create awareness on UPI Transactions.
- To make them use UPI transactions effectively in their daily life.

#### Introduction

Service Learning is an educational approach where a student learns theories in the classroom and at the same time volunteers with an agency (usually a non-profit or social service group) and engages in reflection activities to deepen their understanding of what is being taught. It is a cycle of theories, practices, and reflection tools to broaden knowledge and critical thinking skills for social change. At a societal level, it is important for people to be involved and aware of their communities so they can assist each other and be more conscientious individuals. Creating opportunities for young people increases their involvement.



Through service-learning, students learn to reflect on their experiences and develop critical-thinking skills, such as the ability to bring disparate elements of experience together in meaningful ways, to analyze information for patterns and deeper meaning, and to make evaluations and judgments. Service-learning presents students with issues and problems that cannot be neatly defined or solved. It encourages students to "think outside the box" fosters development of problem-solving skills.

The service-learning process takes students through four stages

- Investigation
- Preparation
- Action/Demonstration
- Reflection and Evaluation

## Unorganized Retailers

Despite the emergence of a large-scale organized retail industry, the unorganized retail market is the most significant mode of retailing for the majority of people in India.. Today's Indian retail industry has evolved from the traditional unorganized retailing. The unorganized retail consists of small retail stores operating on the lower scale with slight standardization and selling goods in split quantities to the local consumers within a small geographical area. Unorganized retail stores do not use any technology or maintain processes in their businesses.

## UPI Transactions

A Unified Payment Interface (UPI) is a smartphone application that allows users to transfer money between bank accounts. It is a single-window mobile payment system developed by the National Payments Corporation of India (NPCI). It eliminates the need to enter bank details or other sensitive information each time a customer initiates a transaction.



### Some of the UPI Transactions Frauds:

- Misleading UPI Handles
- Request Money Fraud
- The classic OTP, PIN UPI Fraud
- UPI Fraud via unauthorized access due to screen mirroring app
- Unverified Links
- Phishing UPI Fraud

### Activity 1

**Name of the activity:** A survey on Problems/Frauds faced by UPI Transactions

**Date:** 14.09.2022

**Venue:** Patamata

**Target Group:** Unorganized retailers

### Objectives

- To know the local people's opinion on UPI transactions
- To know the opinions of the sellers on problems due to online payment frauds.
- To suggest solutions.

A group of 5 students went to conduct a survey on frauds using UPI transactions on 14.09.2022 at Patamata. Students were segregated into two groups and personally contacted different unorganized retailers. They distributed a structured questionnaire among fifteen unorganized retailers.

On the basis of the conducted survey, students came to know various opinions on usage of UPI transactions and problems faced by the sellers due to frauds and drew conclusions accordingly.

### **Outcomes**

- The students were able to analyze the responses from the survey.
- Understand the usage frequency of UPI transactions by sellers.
- Various causes of frauds were identified, and the unorganized retailers were alerted.

### **Activity 2:**

**Name of the activity:** Awareness on UPI Transactions

**Date:** 21.09.2022

**Venu:** Patamata

**Target Group:** Unorganized retailers

### **Objectives**

- To create an awareness among unorganized retailers on frauds in UPI transactions.
- To offer suitable recommendations.

### **Activity**

A group of 5 students went to create awareness on frauds of UPI transactions on 21.09.2022 at Patamata. The students visited various unorganized retailing stores and conducted awareness programs. The students explained various methods to overcome frauds on UPI transactions. Students were given some legal tips to follow immediately with the retailers.

### **Outcomes**

- The students were able to analyze the responses from the survey.
- Described various methods to overcome the frauds in UPI transactions.
- The Unorganized retailers were able to minimize the frauds in UPI transactions.

### **Activity 3**

**Name of the activity:** Precautions on safety measures regarding UPI Transactions

**Date:** 28.09.2022

**Venu:** Patamata

**Target Group:** Unorganized retailers



## Objectives

- To explain safety measures on UPI transactions for unorganized retailers to overcome frauds and problems
- To make unorganized retailers aware of various types of UPI frauds in order to avoid risk.
- To offer suitable solutions.

## Activity

A group of 5 students went to guide the unorganized retailers and suggest some precautions on safety measures regarding frauds on UPI transactions on 28.09.2022 at Patamata. The students visited various unorganized retailing stores and explained safety measures on frauds of UPI transactions.

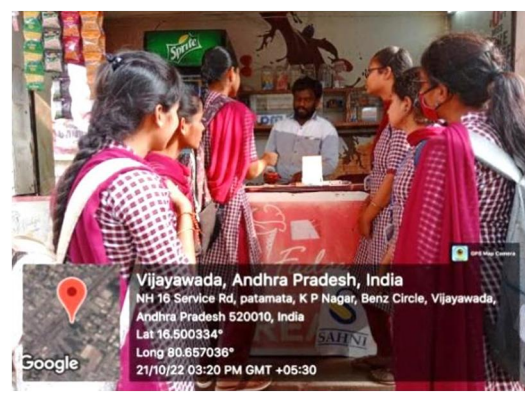
## Outcomes

- The students were able to give the unorganized retailers some safety precautions on UPI frauds.
- They suggested the immediate actions to be taken up to avoid risks now, and in the future.

### Activity 1: A survey on Problems/ Frauds faced by using UPI transactions.



### Activity 2: Awareness on UPI Transactions.



### Activity 3: Precautions on safety measures regarding UPI transactions.



### Annexure

#### Questionnaire

1. Age
  - A. 20-30
  - B. 30-40
  - C. 40-50
  - D. 50-60
2. Gender
  - A. Male
  - B. Female
3. Which type of business are you running?
  - A. Organised
  - B. Unorganised
  - C. Mixed business
4. How long are you running the business?
  - A. 10 years
  - B. 15 years
  - C. 20 years
5. Which mode of payment is more convenient for you?
  - A. Cash
  - B. Card
  - C. UPI
6. What percentage of people visit your store pay through UPI transactions?
  - A. 20%
  - B. 50%
  - C. 70%
7. Which UPI platform do your customers highly prefer?
  - A. Paytm
  - B. Phonepe
  - C. Google pay
  - D. Amazon pay

8. Do you ever face UPI transactions stop all of a sudden?
  - A. Yes
  - B. No
  - C. Sometimes
9. If it happens, how many customers do you lose per day?
  - A. 20-50
  - B. 50-80
  - C. 80-100
  - D. 100-150
10. Are you comfortable/ happy with UPI transaction culture?
  - A. Yes
  - B. No
  - C. Can't say
11. What issues do you often face in UPI transactions?
  - A. Network issues
  - B. Double payments
  - C. Amount not credited in Account
  - D. Customers faking payments
12. What benefits did you observe with UPI transactions?
  - A. Instant transfer
  - B. Rewards and cashbacks
  - C. 24/7 Service
  - D. Easy refund

**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA**  
(Affiliated to Krishna University, Machilipatnam)  
**DEPARTMENT OF POLITICAL SCIENCE**

**Title: Practice of Human Rights**  
**Duration: 30 Hours**  
**Target Group: People**

**Course Codes: 20CERSLPR1**  
**No. of Credits: 1**  
**No. of Students Attended :13**

The service learning project on “Practice of Human Rights” commenced with the recognition that human rights are fundamental to the dignity and equality of all individuals. The project's goals were to increase awareness, empower advocates, and address issues that impact the practice of human rights within a community.

**Objectives:**

- **Legal Literacy:** Enhance legal literacy among community members, ensuring an understanding of their rights and responsibilities as outlined in national and international human rights instruments.
- **Awareness:** Increase awareness and understanding of human rights issues within the local community through educational initiatives and outreach programs.
- **Advocacy and Empowerment:** Empower community members to become advocates for human rights by providing them with knowledge, skills, and resources to address and prevent violations.
- **Cultural Sensitivity and Inclusivity:** Promote cultural sensitivity and inclusivity in human rights advocacy, recognizing and respecting diverse perspectives and experiences within the community.

A total of 13 II BA. students visited the areas of PNT colony, Teacher’s colony and Gurunanak colony from 08-09-2022 to 28-10-2022, to study the awareness of people about Human rights, to analyze various legal processes and to seek redress for human rights violations.

**Activities and Achievements**

1. **Awareness Campaigns**  
Conducted a series of Awareness campaigns, reaching out to the community members, resulting in enhancement human rights literacy.
2. **Community Engagement Events**  
Organized community events, fostering community engagement and dialogue on human rights issues.
3. **Empowerment**  
Empowering community members by providing them with knowledge, skills, and resources to address and prevent violations.



**Students explaining and creating awareness about Human rights on 06-10-2022**

### **Outcomes**

- Improved legal literacy within the community, evidenced by the ability of individuals to articulate their rights, understand legal processes, and seek redress for human rights violations.
- A measurable increase in community members' awareness and understanding of human rights principles, issues, and laws relevant to local and international contexts.
- Empowered individuals within the community who can effectively advocate for human rights.
- Demonstrated improved skills in communication, leadership, and activism.
- Increased cultural sensitivity and inclusivity within the community, as evidenced by the promotion of dialogue, respect for diversity, and the recognition of human rights as universal principles.

## SYLLABUS

### Objectives

- To apply academic skills and knowledge to address real-life needs in communities.
- To identify the societal, political and Environmental issues in the selected community.
- To enhance community engagement skills and data analysis skills.

### Course Outcomes

**CO1:** Describe the concept of Service Learning and identify the needs of selected communities.

**CO2:** Analyze the Societal, Political and Environmental issues in the selected community with special reference to the practice of Human Rights.

**CO3:** Develop greater competence, flexibility and adaptability in working with the community and recognize suitable solutions for the future.

### UNIT I: Introduction

(10 Hours)

1. Service Learning - Meaning - Concept - Importance - Principles - Ethical concerns - Introduction of Selected Community - Need Identification.

#### Activities

1. Introduce the concept of Service Learning through a case study/ role play/ animation/graphical representation etc.
2. Need-based analysis in a selected community through observations.
3. Identify the target group.

### UNIT II: Societal Issues of Human Rights in India

(10 Hours)

Social and Political Issues - Underprivileged- women, peasants, laborers, children - Environment - Civic Responsibility - Data Collection on selected topic - Primary/Secondary Sources.

#### Activities

1. Discuss the conditions that affect human rights.
2. Prepare a plan to analyze the issues.
3. Use different techniques to collect data.

### UNIT III: Community Engagement & Analysis of Data

(10 Hours)

Analysis of data - Create awareness - Engage with Community - Identify suitable solutions.

#### Activities

1. Analyze the data by using statistical tools.
2. Create awareness and analyze the problems.
3. Recommend and implement suitable solutions to the issues.

## APPENDIX 11



### MARIS STELLA COLLEGE (Autonomous)

"A College with Potential for Excellence"  
ISO 9001: 2015 Certified

VIJAYAWADA - 520 008, Krishna Dist., A.P.

Phone No. 2472332, Fax : (0866) 2479181

e-mail : mscvja@gmail.com

office@marisstella.ac.in

website : www.marisstella.ac.in

Date: 24 July 2023

To  
Sri Seelam Ranga Rao, Sarpanch  
Nidamanur, Vijayawada

Sub: Permission to allow S-L students to work in Nidamanur village - reg.

Dear Sri. Seelam Ranga Rao

I request you to give permission and support for our staff and students to implement Service Learning activities in Nidamanur village from August 2023 to January 2024.

Service Learning is an integral part of our curriculum, aimed at instilling a sense of civic responsibility and empathy among our students while providing tangible benefits to the community. Through Service Learning, our students and staff have the opportunity to engage in meaningful projects that address real community needs, thereby fostering a spirit of collaboration and mutual support.

Engaging students and staff in Service Learning enhances academic and holistic development. Areas like environmental conservation, literacy, health awareness, and community beautification offer impactful opportunities.

We assure you that all Service Learning activities will be conducted respectfully and responsibly, with utmost consideration for the well-being of the people in the village. We also commit to keeping you informed and involved throughout the process, seeking your guidance and feedback as needed.

Thank you for considering our request. We look forward to the possibility of collaborating with you and the residents of Nidamanur village.

Warm regards,

Yours sincerely

Dr. Sr. Kulrekha Mudartha  
PRINCIPAL,  
I/c  
MARIS STELLA COLLEGE  
VIJAYAWADA-520 008



## గ్రామ పంచాయితీ కార్యాలయం - నిడమానూరు

విజయవాడ రూరల్ మండలం, కృష్ణాజిల్లా, ఆంధ్రప్రదేశ్ - 521 104

Ref:

Date: 31 July 2023

Sub: Permission Granted for S- L activities in Nidamanuru Village- reg.

Dear Dr. Sr. RekhaMudarth,

Warm greetings from Nidamanuru Village!

Thank you for your letter expressing your intent to conduct Service Learning activities in our community from August 2023 to January 2024. As per the discussions had recently, we are delighted to grant permission and extend our full support to Maris Stella College for this initiative.

We commend your institution's commitment to instilling civic responsibility and empathy in your students while simultaneously providing tangible benefits to our community. It is heartening to see academic institutions like yours actively engaging in projects that contribute to the holistic development of both students and society at large.

We trust that your Service Learning activities will be conducted with the utmost respect for our village and its residents. Your assurance of responsible conduct is greatly appreciated, and we are confident that your endeavors will bring about positive outcomes for all involved.

Please feel free to reach out to us should you require any assistance or cooperation during the implementation of these activities. We are eager to collaborate with you closely to ensure the success of this endeavor.

Once again, thank you for choosing Nidamanuru Village as the site for your Service Learning projects. We look forward to a fruitful partnership that benefits both our community and the students of Maris Stella College.

Warm regards,

Sri Seelam Ranga Rao, Sarpanch

Nidamanuru, Vijayawada

  
SARPANCH  
GRAMPANCHAYAT  
NIDAMANURU



## Inauguration of Service Learning Project August 2023 to January 2024

On August 11, 2023, a momentous occasion unfolded in the annals of Maris Stella's history as we formally inaugurated the Service Learning Project. This significant milestone is destined to remain indelibly etched in our collective memory. Our esteemed guest of honor for this auspicious event was none other than Mr. Seelam Ranga Rao, a dynamic sarpanch renowned for his steadfast commitment to the betterment of the community. Accompanying him were Mr. Prakashnath, Secretary Mrs. Prakashnath, VRO Annapurna, and three diligent Mahila police officers, whose presence added luster to the occasion.



The remarks delivered by our esteemed guests echoed a resolute commitment to support and collaborate with our students, facilitating their meaningful engagement in diverse service learning activities. The enthusiasm of our students was evident as they eagerly seized this opportunity to contribute positively to the lives of those in Nidamanuru. Today marks a significant stride towards cultivating a deeper connection between Maris Stella and the privileged community we serve.

As a component of our service learning initiative, undergraduate students embarked on a visit to Nidamanuru, comprising three distinct wards, from August 14, 2023, to August 22, 2023. Upon arrival, they received a comprehensive orientation to the village, encompassing its geographical, social, and economic facets, delivered by female police officers representing each ward.

During their visits, students undertook a transit walk through the village streets, engaging in conversations with local residents and meticulously observing the prevailing conditions in these areas. This immersive experience provided them with invaluable insights into the community dynamics and the challenges faced by its inhabitants.



During their visits to the village, students actively engaged with diverse demographic groups, including women, youth, and children. They made multiple visits to the village fostering

connections with the villagers and building rapport over time. Through a series of interviews, surveys, and interactions, students proactively identified and documented the pressing issues confronting the village.

Their interactions with different segments of the community provided a multifaceted understanding of the challenges faced by residents, ranging from socioeconomic disparities to infrastructure deficiencies. These firsthand encounters allowed students to gain deeper insights into the needs and aspirations of the villagers, laying the groundwork for meaningful and targeted interventions as part of their service learning endeavor.



The following week, they engaged in an extensive dialogue with their mentors regarding the prevailing circumstances, ultimately determining the topics crucial to address. Various subjects were chosen by students, aligning with their respective disciplines and the exigencies of the community, as outlined below.

## ANNEXURE 12



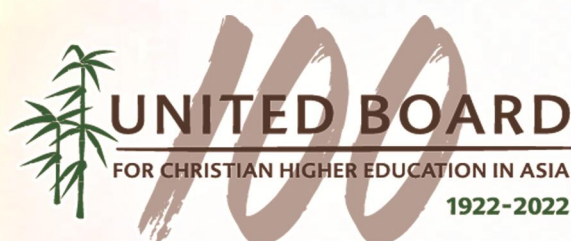
# MARIS STELLA COLLEGE

(Autonomous), Vijayawada-8.

A College with Potential for Excellence  
NAAC Accredited & ISO 9001:2015 Certified

**Towards Transformed and Emancipated Communities through  
'Whole Person Education': From Pedagogy to Praxis**

Sponsored by  
**UNITED BOARD FOR CHRISTIAN HIGHER EDUCATION  
IN ASIA INDIA PROGRAMME**



### REPORT OF SERVICE LEARNING ACTIVITIES IN NIDAMANUR



**MARIS STELLA COLLEGE (AUTONOMOUS)**  
**NH 16 Service Road, Benz Circle, Vijayawada, Andhra Pradesh, 520008 India**

## LIST OF COURSES

Serial No.	Name of the Staff	Name of the Department	Title of SL	Sub Topics
1	Ms. Padmaja	I B.B.A	Start-up frameworks	Awareness on challenges in starting a business
				Awareness on various business start-up opportunities for youth
				Awareness on various business start-up opportunities for women
				Awareness on online courses for start-ups
2	Ms. Manjula	I B.Com Gen	Online purchases	Online purchases with special reference to groceries and vegetables.
				Online purchases with special reference to medicines.
				Online purchases with special reference to clothes.
3	Ms Poojitha	I B.Com Comp	Digital Technology	Awareness on Digital Payments
				Awareness on Digital Literacy
				Awareness Mobile Phone Usage
4	Ms.Madhavi Latha	I B.Com Comp	Insurance Services	Awareness on Life Insurance Policies.
5	Ms. Parveen	I B.Com Comp	Unorganized Retailing	Awareness on Health Insurance Policies
				Awareness on Children Endowment Policies
				Business Strategies for Unorganized retailers
				Loan facilities for Unorganized retailers
				Schemes available for Unorganized retailers
6	Ms. Mrudhula	I B.A History	Consumer Rights for Unorganised Retailers	

7	Dr.V.Prasad a Rao	I B.A Politics	A village level study on the people's active participation in democratic decentralized local bodies- Panchayathi Raj Institutions	Village Panchayathi
				Mandal Parishad
				Zilla Parishad for the all round development of village in all the walks of life the people NIDAMANURU Village Panchayathi.
8	Ms. Swarupa	I B. A. Litt.	school education	
9	Dr. R. Ganga Raju	I B. Sc. Microbiology	Exploring Edible Oil Consumption Patterns and Health Implications	Understanding Edible Oil Consumption
				Health Consequences of Edible Oil Choices: A Critical Analysis
				Exploring Cultural Influences on Edible Oil Preferences and Health Outcomes
				Strategies for Promoting Healthier Edible Oil Consumption Habits
10	Dr. Bharatha Jyothi	I B. Sc. Zoology	Health and Hygiene	Women's and girls' experiences of menstruation in Rural areas(Nidamanuru)
				Menstrual hygiene management among adolescent girls in Rural area Nidamanuru
11	Ms. Bhavani	I B.Sc. FST	1.Health and Hygiene	Health and Hygiene.
				Traditional Health care methods.
				Stress levels and mechanism for coping with it.
				Food adulteration
12	Ms. Saritha	I B.Sc Bio tech	food and nutrition	Education for pregnant and lactating women registered at Anganwadi
				Cleanliness and nutrition in 0-6 yrs children attending Anganwadi
				Awareness on fast food consumption for school children
				Problems in adolescent girls attending high school.
				Email usage for working community

13 & 14	Ms. Grace Lydia & Ms. Vidyavathi	I B. Sc Comp	“Enhancing User Experience: Email and UPI Integration”	Email usage for household community
				Connecting Safely: Internet Security Education in Rural Areas for adults
				Connecting Safely: Internet Security Education in Rural Areas for teenagers
				Unveiling UPI Vulnerabilities: Safeguarding Digital Payments for adults
				Unveiling UPI Vulnerabilities: Safeguarding Digital Payments for teenagers
15	Ms. Saraja	I B. Sc Maths	Community Nutrition	Malnutrition among the people below 25 years
				Malnutrition among the people between 25- 50 years

**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA**

(Affiliated to Krishna University, Machilipatnam)

**DEPARTMENT OF MATHEMATICS & STATISTICS**

**Title: Basic Mathematical/ Statistical Tools**

**Course Codes: 20CERSLST1**

**Duration: 180 Hours**

**No. of Credits: 4**

**Target Group: Maids and Students**

**No. of Students Attended:6**

**Community Nutrition**

**Objectives**

- To conduct a comprehensive survey to understand the prevalence of malnutrition among residents of Nidamanuru.
- To raise awareness about proper nutrition and its importance among community members, particularly targeting school children.
- To implement awareness activities such as health fairs and screenings to measure cholesterol and BMI levels, providing immediate feedback to individuals, and promoting overall health education.

**1. Expected Outcomes**

- Enhanced nutritional literacy
- Empowered health choices
- Improved community health

**2. Syllabus**

**3.1 UNIT-I: Introduction**

Service Learning - Meaning - Concept - Importance - Principles - Ethical Concerns - Identification of Community - Need Analysis.

**Activities**

3.1.1. Introduce the concept of Service Learning through a case study/ role play/ animation/graphical representation etc.

3.1.2. Need-based analysis in a selected community through observations.

3.1.3. Identify the target group.

**3.2 UNIT-II: Mathematical/Statistical Tools**

Data collection on the selected issues - Data representation using Bar, Pie.

Calculation of average values of the selected communities - Finding problems and testing the data by using different Mathematical/Statistical tools

**Activities**

3.2.1.Meeting the target group

3.2.2.Data collection and applying suitable Statistical/Mathematical methods

### 3. Methodology

#### 4.1 UNIT-III: Community Engagement and Analysis of Data

Engage with Community – Need analysis of data - Create Awareness - Propose solutions – Reflection on Experiences.

##### Activities

- 4.1.1. Analyze the data by using Mathematical/statistical tools.
- 4.1.2. Create awareness and analyze the problems.
- 4.1.3. Implement suitable solutions to the issues.
- 4.1.4. Reflections and Recommendations.

#### 4.2 Pedagogy

##### Observing the Community

As part of Service - Learning, B.Sc. (Mathematics) students visited Nidamanuru, Ward 1 Panchayath, briefed by Mrs. Rajitha, the Woman Police of Nidamanuru on the area's demographics. They observed and interacted with locals, identifying a need for nutritional education among illiterate maids and school children. They were divided into two groups to survey the prevalence of malnutrition.

There were 6 students in Mathematics. So, they were divided into two groups and allotted two sub-topics

1. MalNutrition among the children and young adults of 10-20 years age group
2. MalNutrition among the Maids between 21-50 years

- **Need-based Survey**

The journey took us to the quaint village of Nidamanuru, where our primary objective was to conduct a comprehensive survey aimed at understanding the prevalent issue of malnutrition among its residents.



*Collecting data from Servant Maids, 25.09.2023*



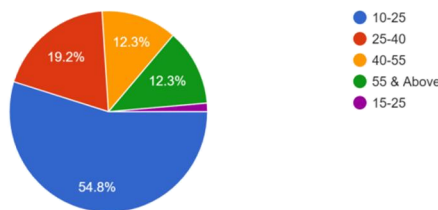


### Collecting data from School Children, 13.10.2023

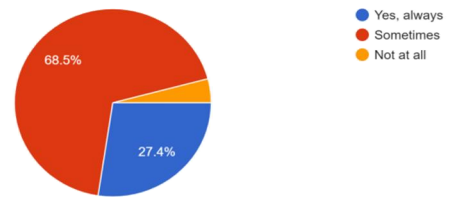
#### Results of the Survey

- Among individuals, the data indicates a gender breakdown of 29.3% male and 70.7% female.
- Alarmingly, only 7.3% regularly consume fruits, with 92.7% relying on fruit intake solely during illness, highlighting a concerning trend.

Age  
73 responses



I experience hunger feeling during the day  
73 responses

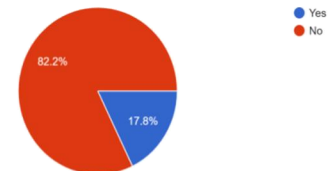


- The dietary habits suggest potential health risks, with 41.5% experiencing persistent hunger and 58.5% frequently facing hunger despite meals.
- Furthermore, there appears to be a lack of awareness regarding cholesterol and BMI levels within the target group.

Food Intake Frequency



I know my BMI  
73 responses



- In the 25-50 age group, comprising mainly daily wage workers, maids and watchmen, only 7.3% consistently consume fruits, while 92.7% rely on fruit intake solely during illness.
- Additionally, 9.4% always feel hungry, and 81.3% frequently face hunger despite meals. Addressing nutritional gaps and promoting health awareness is crucial for their well-being. Need-based questionnaire: <https://forms.gle/2H46Fs9RDmnmXWdu1A>

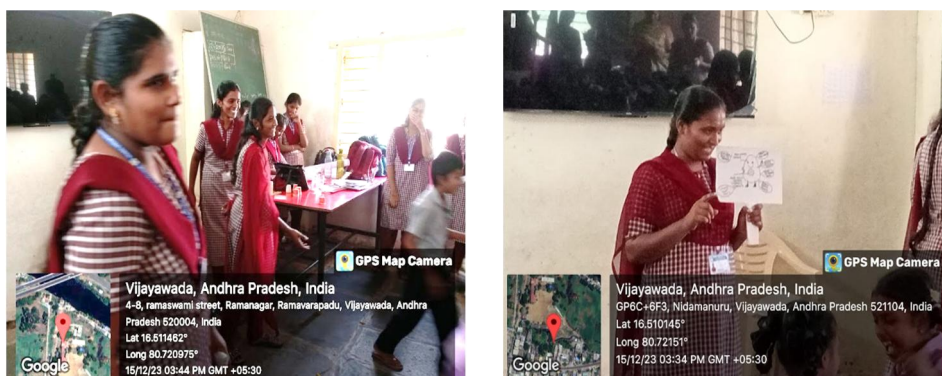
## 4. Actions Taken

### 5. 5.1. Awareness Activities

Based on the survey results and analysis, it was planned to take up some awareness activities like

- Organizing health fairs or screenings to measure cholesterol and BMI levels.
- Providing immediate feedback to individuals and raising awareness about their health.
- Collaborating with schools and workplaces to integrate nutrition education into curricula and employee wellness programs
- Fostering a culture of health in these people, explaining to them about the importance and benefits of proper nutrition and the adverse effects of malnutrition.

Maris Stella College BSc Mathematics students' community service at Zilla Parishad School in Nidamanuru on December 15, 2023, focused on raising awareness about malnutrition among school children, aiming to prevent chronic malnutrition and promote overall health.



#### *Awareness on Nutritional facts- Their importance, 15.12.2023*

The objectives of the program were well-defined, with a dual purpose of emphasizing the importance of nutrition and creating awareness among young students. This initiative went beyond theoretical knowledge, allowing the students to actively apply their education to address real-world issues. The use of pamphlets and posters further indicates a thoughtful approach to communication, ensuring that the information is easily accessible and comprehensible for the target audience.

This community service experience showcased the transformative impact on students, illustrating that learning extends beyond textbooks. Practical application fosters social responsibility and empathy, providing valuable insights into community challenges and opportunities for positive change.

చేసి ప్రజలకు వివరిస్తామని తెలిపారు. ఈవీవీల న్నారు.

## పొట్టికాహారంపై ప్రదర్శన

రామవరప్పాడు: విజయవాడరూరల్ మండలం నిడమానూరు జిల్లా పరిషత్ ఉన్నత పాఠశాలలో శుక్రవారం సైల్లా కళాశాల విద్యార్థినులు ఆరోగ్యం-పోషకాహారం అంశంపై 3, 4, 5 తరగతుల విద్యార్థులకు అవగాహన కార్యక్రమాన్ని నిర్వహించారు. తక్కువ ఖర్చుతో ఎక్కువ పోషక విలువలు లభించే ఆహార పదార్థాల గురించి వివరించారు. జంక్ ఫుడ్స్కు దూరంగా ఉంటూ పండ్లు, పోషకాహారాల తీసుకోవడం వల్ల ఆనారోగ్య సమస్యల నుండి దూరం కావచ్చన్నారు.

రద్దలకు అవగాహన కార్యక్రమాన్ని నిర్వహించారు. తక్కువ ఖర్చుతో ఎక్కువ పోషక విలువలు లభించే ఆహార పదార్థాల గురించి వివరించారు. జంక్ ఫుడ్స్కు దూరంగా ఉంటూ పండ్లు, పోషకాహారాల తీసుకోవడం వల్ల ఆనారోగ్య సమస్యల నుండి దూరం కావచ్చన్నారు.

## బహిరంగ ప్రకటన

మా క్లయింటు కృషికి జిల్లా, పినమలూరు మండలం పినమలూరు గ్రామ, డి.ఆర్. నెం: 4-96 వాస్తవ్యులు వెలివేళి కిర్యాణి దుకాణం, కె.ఎస్.ఆర్. కిర్యాణి దుకాణం

## గాయపడిన వృద్ధురాలి మృతి

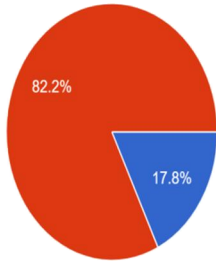
16/12/2023 | Vijayawada(Penamalur) | Page : 13  
Source : <https://epaper.sakshi.com/>

## News Paper clipping on the activities conducted by Students

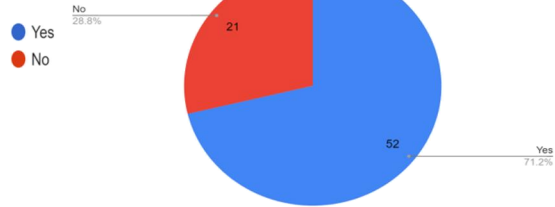
### 5.2. Exit Survey Findings

After creating awareness regarding the steps to be followed to maintain proper nutrition, the results are as follows.

I know my BMI  
73 responses



Count of After giving awareness, have you checked your BMI ?



- Before creating awareness 82.2% of persons unaware of their height, weight, and BMI. Whereas the unawareness was reduced to 21% after activities.
- Students started focusing on cholesterol levels and committed to a healthy diet with leafy vegetables and fruits.
- Raised nutrition awareness in students and locals.

### 6. Challenges faced

Before embarking on this service learning project, students grappled with numerous uncertainties, such as:

- Why is community involvement necessary?
- How does it contribute to our academic pursuits?

- Will community members be receptive to our efforts?
- Can we achieve meaningful outcomes from our work?
- During data collection, some people refused to participate, and others discouraged us by saying, "Why aren't you focusing on studying instead?"
- Implementation of our recommendations to maintain good health.

## 7. Reflections

### 7.1. Students' Experiences and Views

- **Transformative Engagement:** The journey to Nidamanuru went beyond a survey, teaching communication skills and soft skills like empathy through community engagement.
- **Overcoming Resistance:** Initial hesitations were met with patience and trust-building, leading to meaningful interactions despite challenges.
- **Urgent Action:** Alarming malnutrition trends prompted awareness initiatives, reducing ignorance and fostering community willingness to prioritize health.

### 7.2. Open House Celebration

The college's open house celebration provided a platform for students to showcase their village community activities, fostering engagement and collaboration. Students presented diverse projects, including healthcare, environment, and economic initiatives, demonstrated impact through presentations, posters, and interactive sessions. The event strengthened ties with the community and inspired social responsibility among students.



Students sharing their findings and reflections with the co-students and faculty 08.02.2024

### 7.3. Outcomes

The service learning project on “Community Nutrition” resulted in the following outcomes.

- Reduction in the percentage of unawareness of individuals regarding their height, weight, and BMI from **82.2% to 21%**. It shows the usefulness of the activities undertaken.
- Increased awareness and commitment among community members to take care of their cholesterol levels and adopt a healthy, nutritious diet with more leafy vegetables and fruits.
- Enhanced understanding and appreciation among students for the role of education in addressing societal issues, fostering a sense of civic duty and social responsibility.

### Annexures

Need-based questionnaire:

<https://forms.gle/2H46Fs9RDmnxWdu1A>

Need based survey Photos:

<https://drive.google.com/drive/folders/1woGDqd8KUBNexC521JjfOO1yVGLela5C?usp=sharing>

Feedback Survey:

<https://forms.gle/2H46Fs9RDmnxWdu1A>

Awareness Activities:

[https://drive.google.com/drive/folders/1xj5GxHrNso8nZ2Mxs27xBBdE9WccRgz2?usp=drive\\_link](https://drive.google.com/drive/folders/1xj5GxHrNso8nZ2Mxs27xBBdE9WccRgz2?usp=drive_link)

Open House Celebrations:

[https://drive.google.com/drive/folders/1gM9-K-Qxg7w2crpcqWyRP9fOppHPM192?usp=drive\\_link](https://drive.google.com/drive/folders/1gM9-K-Qxg7w2crpcqWyRP9fOppHPM192?usp=drive_link)

**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA**  
(Affiliated to Krishna University, Machilipatnam)  
**DEPARTMENT OF COMMERCE & MANAGEMENT**

**Title: Unorganized Retailing**

**Course Codes: 22CERSLUR1**

**Duration: 180 Hours**

**No. of Credits: 4**

**Target Group: Unorganized retailers**

**No. of Students Attended:5**

### **Schemes for Unorganized retailers**

#### **1. Objectives**

- To develop and implement educational programs to enhance financial literacy among target populations.
- To create accessible resources and materials that provide clear explanations of eligibility criteria and benefits for various financial products and services.
- To facilitate workshops and seminars focusing on efficient allocation of resources, empowering individuals to prioritize spending, invest wisely, and plan for long-term financial stability and growth.

#### **2. Expected Outcomes**

- Enhanced financial literacy
- Clear understanding of eligibility and benefits
- Efficient allocation of resources

#### **3. Syllabus**

##### **3.1 UNIT-I: Introduction**

Service Learning - Meaning - Concept - Importance - Principles - Ethical Concerns - Identification of Community - Need Analysis.

##### **Activities**

- 3.1.1. Introduce the concept of Service Learning through a case study/ role play/ animation/graphical representation etc.
- 3.1.2. Need-based analysis in a selected community through observations.
- 3.1.3. Identify the target group.

##### **3.2 UNIT-II: Introduction to Retailing**

Concept, Meaning, Definition, Characteristics, Nature, Importance of Retailing and unorganized retailing. Factors Influencing Retailing, Functions of Retailing, and Developing and applying Retail Strategy, Classification of retail management. Retailing in India, Emerging trends in Retailing.

## Activities

1. Preparation of Questionnaires,
2. Data Collection

## 4. Methodology

### 4.1 UNIT-III: Community Engagement & Analysis of Data

Analysis of data – Create Awareness- Propose solutions - Reflections and recommendations

## Activities

- 4.1.1 Analyze the data by using statistical tools.
- 4.1.2 Create awareness and analyze the problems.
- 4.1.3 Implement suitable solutions to the issues.
- 4.1.4 Reflections and Recommendations.

## 4.2 Pedagogy

### ● 4.2.1. Observing the Community

B.Com (Computers) students engaged in Service-Learning at Nidamanuru, briefed by Mrs. Rajitha, Woman Police, explored the local marketplace, and identified issues to raise awareness on government schemes for unorganized retailers.

### ● 4.2.2. Need-based Survey

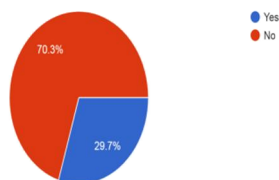
Students drafted a detailed survey form to assess retailers' awareness of government initiatives. A team of 5 students meticulously designed a questionnaire and conducted surveys, guided by bank faculty.



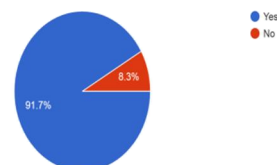
Collecting data from retailers on 25.09.2023 & 04.10.2023

### ● 4.2.3. Results of the Survey

Are you aware of any government schemes or programs designed to support retailers like yourself?  
37 responses

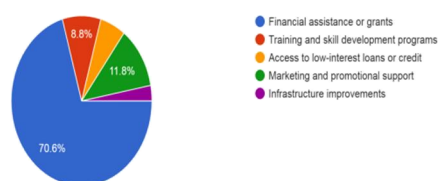


Would you be interested in participating in a new government scheme aimed at supporting retailers?  
36 responses

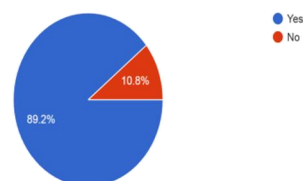


- From the above diagram, it is observed that 70.3% people are unaware of government schemes or programs designed to support retailers, and 29.7% people are aware of government schemes or programs.
- From the diagram, it became evident that 91.7% people are interested in participating in new government schemes and 8.3% people are not interested in participating in new government schemes.

What types of support or benefits would make you more inclined to join a new government scheme for retailers?  
34 responses



Would you like to join in any CHEYUTHA/THODU /MUDRA/TARUN/KISHOR scheme.  
37 responses



- From the diagram it is observed that 70.6% are keen to join new government schemes for financial assistance, 8.8% for training and skill development , 11.8% are interested in marketing and promotional support.
- From the above diagram it is evident that 89.2% people are willing to join Cheyutha/ Thodu/ Mudra/ Tarun/ Kishore schemes and 10.8% are not interested in joining any scheme.

## 5. Actions Taken

### 5.1. Awareness Activities

- With a drive to support the livelihoods of unorganized retailers, students embarked on a mission to raise awareness about crucial business strategies, loan options, and government schemes.
- Their findings revealed a gap between potential and reality. While some schemes, like Tarun and Kishore, offered microloans and entrepreneurial support, their reach remained limited. Other programs like Mudra, Cheyutha, and Thodu, focused on skill development and business expansion, were largely unknown to the retailers.
- Equipped with this knowledge, the students were transformed into champions of awareness. They crafted and disseminated clear information about the eligibility



criteria and benefits of each scheme, and addressed hesitations or uncertainties, if any, expressed by the targeted group.

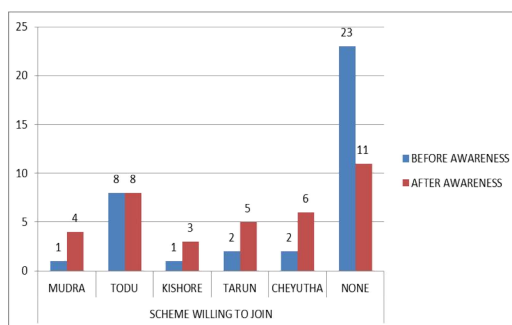


**Awareness on Schemes for unorganized retailers - Their importance, 27.11.2023**

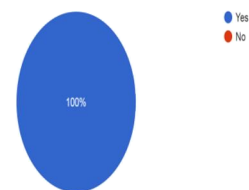
- Their efforts resonated with the retailers, particularly the Thodu scheme, which provided financial assistance for business development. Several retailers, empowered by the students' guidance, confidently applied for and secured the Thodu scheme, paving the way for them to invest in their businesses and chart a path towards growth.
- By bridging the gap between knowledge and opportunity, the students not only empowered individual retailers but also instilled a sense of confidence and self-reliance within the Nidamanuru community.

**5.2. Exit Survey Findings**

Through a dedicated awareness program, students played a pivotal role in bridging the gap between unorganized retailers and vital financial resources. Their efforts successfully motivated retailers to apply for schemes, with a remarkable six Thodu schemes secured for unorganized retailing women during the program itself.



Are you satisfied with the awareness program conducted by SL students of Maris stella college?  
37 responses



- From the above diagram it is observed that, 11% retailers showed interest to join mudra scheme, 22% retailers showed interest to join in Thodu scheme, 8% retailers showed interest to join in kishore scheme, 14% retailers showed interest to join in tarun scheme, 16% retailers showed interest to join in Cheyutha scheme and 29% showed interest in not joining any scheme after getting awareness from SL students.
- From the above diagram it is evident that 100% people are satisfied by the awareness program conducted by SL students.

## 6. Challenges faced

Before embarking on this service learning project, students grappled with numerous uncertainties, such as:

- Why is community involvement necessary?
- How does it contribute to our academic pursuits?
- Are the questions clear and unambiguous?
- Is there room for misinterpretation?
- Do I have enough knowledge or experience to answer the questions accurately?
- Can my participation in this survey make a difference?

## 7. Reflections

### 7.1. Students' Experiences and Views

- Emphasized Skill Development skills: Sharpened the skills like communication, data analysis, teamwork, and problem-solving.
- Demonstrated Personal Growth: Students overcame personal hurdles like shyness or communication barriers while conducting the survey.
- Connected to Broader Context: Related their learnings to broader issues like financial inclusion, social justice and the challenges faced by the unorganized sector.

### 7.2. Open House Celebration

The college's open house celebration provided a platform for students to showcase their village community activities, fostering engagement and collaboration. At the college's open house celebration, they proudly showcased their service-learning program through interactive exhibits. They engaged fellow students by explaining the program's goals and impact, using engaging visuals like charts and placards. This interactive approach not only informed others about their work but also sparked lively discussions and generated interest in potential collaborations.



Students sharing their findings and reflections with the co-students and faculty 08.02.2024

### 7.3. Outcomes

- Through a dedicated awareness program, students played a pivotal role in bridging the gap between unorganized retailers and vital financial resources. Their efforts successfully motivated retailers to apply for schemes, with a remarkable 06 Thodu schemes secured for unorganized retailing women during the program itself.
- This achievement has encouraged the students' enthusiasm to reach a wider audience and motivated more people to leverage the schemes offered by banks and the government for their development.
- The Thodu scheme recipients, overjoyed with the newfound opportunity, consistently conveyed their satisfaction, emphasizing how the funding solely dedicated to business development had improved their livelihoods.
- They wholeheartedly appreciated the students' initiative and awareness programs, eagerly anticipating similar endeavors in the future.

### Annexures

Need-based questionnaire:

<https://docs.google.com/document/d/1I3wwop1FyXgY5As1ZKmmrdyeLnMbkAmw/edit?usp=sharing&oid=108548904131558139097&rtpof=true&sd=true>

Need based survey Photos:

<https://drive.google.com/drive/folders/1RfoL7eCK2IHPySUBcH9FBLjh2hWM7nmH?usp=sharing>

Feedback Survey:

<https://docs.google.com/document/d/17PaJfk3vLkgL9-LBSGxK12VdCDz4oKdm/edit?usp=sharing&oid=108548904131558139097&rtpof=true&sd=true>

Awareness Activities:

[https://drive.google.com/drive/folders/1-vzIvBkeyO\\_hL6xwY5XQqO92Yqf9xxqz?usp=sharing](https://drive.google.com/drive/folders/1-vzIvBkeyO_hL6xwY5XQqO92Yqf9xxqz?usp=sharing)

Open House Celebrations:

<https://drive.google.com/drive/folders/1tzrl8EwmAWwOVIDcp9B2oLUr-3o6U6iA?usp=sharing>

**MARIS STELLA (AUTONOMOUS) COLLEGE VIJAYAWADA-8**  
(Affiliated to Krishna University, Machilipatnam)  
**DEPARTMENT OF MICROBIOLOGY**

**Course Title: Contagious Diseases**

**Course Code:22CERSLCD1**

**No. of Hours: 180 Hrs.**

**Credits: 4**

**Target group: House makers and street food vendors**

**No of students: 22**

**1. Objectives**

- To understand the community's edible oil consumption patterns.
- To analyse the health impacts of different oil choices.
- To explore cultural factors influencing oil preferences.
- To develop strategies to promote healthier oil habits.

**2. Expected outcomes**

- Comprehensive understanding of community edible oil consumption patterns
- In-depth analysis of health impacts linked to various oil choices
- Finding out the cultural factors influencing oil preferences
- Development of strategies to promote healthier oil habits

**3. Syllabus**

**3.1. UNIT - I: Introduction**

Service Learning - Meaning - Concept - Importance - Principles - Ethical concerns - Introduction of Selected Community - Need Identification.

**Activities**

- 3.1.1 Introduce the concept of Service Learning through a case study/ role play/ animation/graphical representation etc.
- 3.1.2 Need-based analysis in a selected community through observations.
- 3.1.3 Identify the target group.

**3.2. UNIT - II: Microbial diseases**

Introduction to bacterial, fungal and viral diseases. Epidemiology, Symptoms, Diagnosis, treatment and prevention of communicable diseases.

**Activities**

- 3.2.1 Identify the area with frequent communicable diseases
- 3.2.2 Create awareness on Chickenpox, flu and Corona virus in the community
- 3.2.3 Awareness programmes on vaccination in the community

## 4 Methodology

### 4.1 UNIT - III: Community Engagement and Analysis of Data

Engage with Community - Analysis of data- Create awareness - Identify suitable solutions

#### Activities

4.1.1 The data analysis.

4.1.2 Analysis of the problems and create awareness.

4.1.3 Recommend and implement suitable solutions to the identified issues.

### 4.2 Pedagogy

- **Observing community**

As part of Class I B.Sc Microbiology program, the class undertook a Service - Learning project in the village of Nidamanuru. The primary aim of this project was to engage with the local community, identify their needs and problems, and contribute positively towards addressing some of these issues. This report outlines the activities carried out during the project.



#### Students Explore Wards in Nidamanuru Village with the Panchayathi Secretary

During the first visit, 22 students identified a concerning issue regarding the consumption patterns of reused cooking oils and their potential impacts on health. To investigate this matter further, they conducted a survey using Google Forms, interviewing individuals about their oil consumption habits and their awareness of labeling and nutritional information regarding oils.

- **Need based survey**

- **Data Collection:**

A total of 50 samples were collected and analysed to draw conclusions regarding the consumption patterns and awareness levels among the population.



**Students collecting data from street vendors**

## Results of the Survey

### Key Findings

- **Type of Oil Usage**

Among the respondents, it was observed that 40% of them reported using sunflower oil.

- **Label Checking Habits**

Surprisingly, more than 50% of the respondents admitted to not checking the label while purchasing cooking oil, indicating a lack of awareness and concern regarding the quality and composition of the oil they consume.

- **Reusing the Used Oil**

- 36% of the respondents reported reusing the oil after cooking fried food, potentially exposing themselves to health risks associated with the consumption of degraded oils.

- **Awareness of Health Implications**

Alarmingly, over 53% of the respondents indicated that they had never considered and were unaware of the potential health implications of consuming used cooking oils.

These findings raise concerns about the lack of awareness and knowledge among the population regarding the health risks associated with consuming reused cooking oils.

## 5. Actions Taken

### 5.1 Awareness Programs

- Launched educational campaigns to raise awareness about the health risks of consuming reused cooking oils.
- Conducted workshops and seminars to provide information on proper cooking oil usage and disposal.
- Collaborated with health professionals to disseminate accurate information and guidance on healthy cooking oil practices.
- Encouraged the adoption of alternative cooking oils with lower health risks through promotional initiatives and subsidies.
- Recommended monitoring and enforcement of measures to ensure compliance with safe cooking oil practices.

## 5.2. Blood grouping

As part of Service - Learning initiatives, students undertook an extension activity aimed at identifying blood groups for high school students at ZPH School, Nidamanuru. This report outlines the planning, execution, and outcomes of this valuable endeavour.

- **Planning and Execution**

The students meticulously planned the blood group identification activity, ensuring that it would benefit the maximum number of students at ZPH School. With the support of school officials, nearly 40 students were identified and benefited from this initiative. Utilizing blood grouping kits, the students successfully identified both the ABO and Rh blood groups of the participating students.

- **Expansion of Initiative**

Encouraged by the success of the initial activity, the school officials expressed interest in conducting a broader blood grouping drive to identify the blood groups of the entire school population. In response to this request, the in-charge faculty and students diligently pursued the matter with the school principal, advocating for the importance of such an initiative in promoting health awareness and preparedness within the school community.



Students identifying blood grouping at ZPH school, Nidamanuru

## 5.3 Blood grouping Drive

Following the acquisition of sponsorship for blood grouping kits and necessary requirements, the Department of Microbiology initiated a collaborative effort with the Departments of Biotechnology and Agriculture and Rural Development. This report outlines the planning, execution, and outcomes of the blood grouping drive conducted at ZPH School, benefiting 870 students.

- **Collaborative Effort:**

The collaboration between the Departments of Microbiology, Biotechnology, and Agriculture and Rural Development facilitated the successful execution of the blood grouping drive. Pooling resources, expertise, and manpower from these departments ensured the smooth operation of the event and maximized its impact.

- **Execution of the Drive**

With the support of nearly 50 students from the collaborating departments, the blood grouping drive was conducted at ZPH School from 10 am to 4 pm on 05.02.2024. Students from 3rd class to 10th class participated in the drive, allowing for comprehensive coverage across various age groups within the school.



**Students identifying and documenting blood groups of the students**



**Headmistress of ZPH School distributing blood grouping kits to students**

## 6. Challenges faced

- **Limited Awareness**  
Rural communities lack awareness about health risks from reused cooking oils. Educational interventions needed to bridge this understanding gap.
- **Behavioural Patterns**  
Changing habits like reusing cooking oil requires community support. Education crucial for promoting healthier practices.
- **Resource Constraints**  
Limited resources hinder health initiatives in places like Nidamanuru.
- **Lack of Label Checking Habits**  
That over 50% do not check labels while buying cooking oils shows lack of consumer knowledge.
- **Habit of Reusing Used Oil**  
36% admit to reusing cooked oil, posing health risks.
- **Limited Awareness of Health Implications**



Over 53% are unaware of health risks from reused cooking oils. Comprehensive education is crucial to address this gap.

- **Limited Resources**

Limited availability of blood grouping kits and supplies was challenging.

- **Educational Outreach**

Although educating the students about blood group identification was challenging, a training was arranged.

- **Time Management.**

Conducting the drive within a limited timeframe required efficient management of time.

## **7. Reflections**

### **7.1.1 Survey of Reused Oil Consumption**

- Increased awareness of health impacts.
- Insights gained from data analysis.
- Understanding of personal habits of people and their responsibilities.
- Importance of community education and advocacy.

### **7.1.2 Analysis and Interpretation of Results**

- Challenges and importance of data analysis.
- Significance of findings for sustainability.
- Recommendations for future initiatives.

### **7.1.3 Awareness on Reused Cooking Oil**

- Personal knowledge and attitude changes.
- Communication skills.
- Role in promoting food safety and sustainability.

### **7.1.4 Blood Grouping Drive**

- Understanding the importance of blood groups for health.
- Collaboration and teamwork experiences.
- Impacts on community.

## **7.2 Open house celebration**

The Open House Celebration held on 08.02.2024 was an engaging and informative event that showcased the remarkable service activities undertaken by the students. The occasion provided a platform for students to share their experiences, achievements, and innovative approaches towards addressing societal issues.

### 7.2.1 Visual Aids

- Posters and charts effectively communicated project details.
- Visuals highlighted objectives, methodologies, and outcomes.

### 7.2.2 Innovative Presentation Methods

- Utilized interactive demonstrations and multimedia presentations.
- Ensured complex concepts were easily understood by all attendees.

### 7.2.3 Health Implications of Reused Cooking Oil

- Session raised awareness about health risks.
- Emphasized the importance of adopting healthier cooking practices.



**Student showcasing activities and sharing their experiences, 08.02.2024**

### Annexures

1. Survey google form link :

<https://docs.google.com/forms/d/18t67qzz2s043M3xqwVCIGpLHJfrcD0pymF93oebBw/edit>

2. Blood Grouping Drive:

<https://forms.gle/mg7tbZ3qjQDfpwtCA>

**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA\**  
(Affiliated to Krishna University, Machilipatnam)  
**DEPARTMENT OF COMMERCE AND MANAGEMENT STUDIES**

**Title: Unorganized Retailing**

**Duration: 180 Hours**

**Target Group: 60 Young and Middle-Aged Women**

**Subject Code: 22CERSLUR1**

**No. of Credits: 4**

**No. of Students: 19**

**Start-Up Frameworks with Special Reference to Unorganized Retailing**

**1. Objectives**

- To study the scope for small scale start-ups in the community
- To apply academic skills and knowledge to address real-life needs in unorganized Retailing community
- To enhance community engagement skills and data analysis skills

**2. Expected Outcomes**

- Describe the concept of Service Learning and identify the scope and need of the start-up in the selected community
- Understand and analyze the various challenges faced by the young and middle-aged women to enter unorganized retailing
- Develop competence, flexibility and adaptability in working with the community and recognize suitable solutions for the future

**3. Syllabus**

**3.1. UNIT-I: Introduction (10 Hrs.)**

Service Learning - Meaning - Concept - Importance - Principles - Ethical Concerns - Identification of Community - Need Analysis.

**Activities**

- 3.1.1. Introduce the concept of Service Learning through a case study/ roleplay/ animation / graphical representation etc
- 3.1.2. Need-based analysis in a selected community through observations
- 3.1.3. Identify the target group

**3.2. UNIT-II: Introduction to Retailing**

Concept, Meaning, Definition, Characteristics, Nature, Importance of Retailing and unorganized retailing. Factors Influencing Retailing, Functions of Retailing, and Developing and applying Retail Strategy, Classification of retail management. Retailing in India, Emerging trends in Retailing.

### **Activity**

1. Preparation of Questionnaires
2. Data Collection
3. Implement suitable solutions to the issues

## **4. Methodology**

### **UNIT-III: Community Engagement & Analysis of Data (10 Hrs.)**

Engage with Community – Propose solutions for the need - Analysis of data – Reflection on Experiences – Create Awareness.

### **Activity**

- 4.1.1. Analyze the data by using statistical methods
- 4.1.2. Assessment of needs and creating awareness
- 4.1.3. Propose solutions
- 4.1.4 Reflections and Recommendations

### **4.2 Pedagogy**

Indian start-ups have logged remarkable growth in recent years and India has emerged as the third-largest start-up ecosystem in the world. The last two decades have seen the entrepreneurship spirit boom with the growth of the start-up environment in the country.

This project tries to concentrate on spreading awareness about small scale businesses in the selected community i.e, Nidamanuru. As a part of which the students were encouraged to take up need-based analysis to understand the challenges faced by the unorganized retailers. The students also took up various activities to mobilize young and middle-age women to enhance their financial independence through start-up projects.

#### **4.2.1 Orientation Classes in College**

- In the scheduled academic hours, the students were provided with orientation regarding the need and scope of the service-learning project.
- The students were trained to mobilize the community and create an awareness about the start-up projects in the selected community.
- After dividing the class into groups, students were encouraged to hold discussions on various issues related to start-up projects
- The students were asked to chalk out a tentative plan to prepare a questionnaire for assessing the needs and thereafter to analyze the same.

#### **4.2.2 Orientation Classes in Community**

During the first visit to the Nidamanuru community, the students were given orientation by the panchayat secretary about the community. The demographics and main problems in the village were discussed. She welcomed the students to conduct a survey and help in all possible ways.



### Students in the Orientation Session held on 22/08/2023

Later in the day, the secretary took the students for a walk around the village encouraging them to interact with the people in the community. The students were encouraged to observe and make a note of the socio, economic and sanitary conditions of the village.

#### 4.2.3 Plan of Action

On the following day, after returning from the village, a discussion was held by the students with the mentor regarding the conditions in the village. After a detailed discussion the students decided to take up ‘Awareness Creation on Start-Up Frameworks in Unorganized Retailing’ as the main theme for the service learning project focusing on financial independence. The following four sub-topics were taken up by the students divided into four groups.

#### Sub topics:

- Challenges in starting a business
- Various business start-up opportunities for youth
- Various business start-up opportunities for women
- Online courses for start-ups

#### 4.2.4 Need-based Analysis

##### Activity-1

Students conducted the survey on touching various issues on 22.08.2023 at Nidamanuru. Students in groups talked with different unorganized retailers, unemployed youth and middle-aged women. On the basis of a conducted survey, students analyzed the small-scale businesses and problems faced by the sellers and drew conclusions accordingly.



Images of Students collecting responses for Need-based Analysis

### Outcome of the Activity-1:

By the end of the activity, students were able to collect responses from the target group for the further actions.

### Activity-2

The teams analyzed the data to know about the perception and opinions of the target groups, which helped the students to assess the needs and to set a pace for the further service-learning project. With respect to a group who worked on creating awareness about choosing a start-up as a career, through need-based analysis it was analyzed that a few unemployed women were interested in starting a small unorganized business, but needed guidance. By the end of the activity, students were able to analyze the responses probing towards selecting the start-up areas they need to work.



Images of students analyzing the responses from need-based analysis

### Activity-3:

Name of the Activity: Awareness Creation on 20/12/2023

In this activity, students were divided into groups of two and approached young and middle-aged women explaining the benefits of government help in retailing. The students also used various collaterals like posters, videos etc to create awareness.



Images of students creating awareness on various start-up opportunities

### Outcome of the Activity:

The group of students educated the youth and middle-aged women about various approaches for a start-up while a few assured to enroll for start-up training courses after mobilizing their own resources.

## 5. Challenges

From the inception of service-learning concept in integration with the curriculum, students in the follow-up discussions confronted the following challenges,

- Choosing the work area after the detailed analysis of need-based analysis
- Lack of time, given the demands of college academics
- Fear of working with unfamiliar populations
- Reluctance from some locals when students approached
- On occasion, losing track of connecting the service-learning project with their academics

## 6. Reflections

By the end of the service-learning project, the students reflected on,

- The process of conducting various service activities gave the students a learning experience
- Students learnt to apply the classroom subject knowledge to serve the community

## 7. Recommendation

- To connect the potential business start-up entrepreneurs with the financial agencies possibly within the next one year

## 8. Open House Celebration

The open stage exhibition held on 08/03/2024 provided a platform for the students to exhibit their service-learning project experiences gained in Nidamanuru. The exhibition takes intermediate, under-graduation, post-graduation students and visitors through an absorbing journey of one year through poster presentations, billboards, photos and videos.



**Images of students explaining their project to the faculty**

## References:

1. <https://source.jhu.edu/publications-resources/service-learning-toolkit/what-is-service-learning>
2. 1. Levy & Weitz, Retail Management, TMH, 2012.
3. David Gilbert, Retail Marketing Management, Pearson Education.
4. [https://mitsloan.mit.edu/sites/default/files/inline-files/HBR\\_GSS\\_Final.pdf](https://mitsloan.mit.edu/sites/default/files/inline-files/HBR_GSS_Final.pdf)
5. A. J. Lamba, The Art of Retailing, Mc GrawHill.
6. Barry Berman, Joel R. Evans, Retail Management: A Strategic Approach, Pearson.
7. S. L Gupta, Sales and Retail Management: An Indian Perspective, 2007, Excel Books

## Annexures

Need-based Survey: [https://docs.google.com/forms/d/e/1FAIpQLSdTGh11oaOvQk1BB-Dkb4FIUygvAVCNtKd9rPBeSIQ7wh\\_c8Q/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdTGh11oaOvQk1BB-Dkb4FIUygvAVCNtKd9rPBeSIQ7wh_c8Q/viewform?usp=sf_link)

Photos from the Community:

[https://drive.google.com/drive/folders/1f0vbUP44boes1Rh8Gwn8Kpnj\\_g7yt9Ka?usp=sharing](https://drive.google.com/drive/folders/1f0vbUP44boes1Rh8Gwn8Kpnj_g7yt9Ka?usp=sharing)



**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA**  
(Affiliated to Krishna University, Machilipatnam)  
**DEPARTMENT OF ZOOLOGY**

**Title: Menstrual Hygiene Practices**

**Course Code: 20CERSLZL1**

**Duration: 180 Hours**

**No. of Credits: 4**

**Target Group: High school adolescent girls**

**No. of Students:15**

**Menstrual Hygiene Practices**

**1. Objectives**

- To apply academic skills and knowledge to address real-life needs in communities.
- To enhance community engagement to promote the understanding of Menstrual Hygiene practices among adolescent girls.

**2. Course Outcomes**

- Describe the concept of Service Learning and identify the needs of selected communities.
- Integrating menstrual hygiene outcomes into a service learning course, students have the opportunity to make meaningful contributions to public health and gender equity while gaining valuable hands-on experience in community engagement and social impact.
- Develop greater competence, flexibility and adaptability in working with the community and recognize suitable solutions for the future.

**3. Syllabus**

**3.1. UNIT-I: Introduction**

Service Learning - Meaning - Concept - Importance - Principles - Ethical Concerns - Identification of Community - Need Analysis.

**Activities**

- 3.1.1. Introduce the concept of Service Learning through a case study/ role play/ animation/graphical representation etc.
- 3.1.2. Need-based analysis in a selected community through a survey.
- 3.1.3. Identify the target group.

**3.2 UNIT-II:**

Basics of menstruation, and menstruation-related challenges adolescent girls face in their daily lives. Developing school leadership, counsellors' and teachers' confidence and capacity to talk about menstrual hygiene. Obtaining feedback on menstrual hygiene interventions, and assessment and Monitoring

**Activities**

- 3.2.1. Meeting the target group
- 3.2.2. Data collection and applying suitable methods

## 4. Methodology

### 4.1 UNIT-III: Community Engagement and Analysis of Data

Engage with Community – Analysis of data – Need Assessment - Create Awareness - Propose solutions - Reflection on Experiences.

#### Activities

- 4.1.1. Analyse the data by using suitable tools.
- 4.1.2. Analyse the problems and create awareness.
- 4.1.3. Implement suitable solutions to the issues.
- 4.1.4. Reflections and Recommendations.

### 4.2 Pedagogy

- **Observing the community**

During their Service-Learning programme, I B.Sc. Zoology students visited Nidamanuru, Ward 1 Panchayath. Mrs. Rajitha, the Woman Police, provided a demographic briefing. They identified a need for menstrual hygiene education among adolescent girls.

There were 15 students in Zoology. So, they were divided into three groups and allotted two sub-topics

1. Menstrual hygiene in girls of grades 6, 7, and 8, between 10 and 14 years of age.
2. Menstrual hygiene in girls of grades 9 and 10 in the age range of 14–16 years.

- **Need-based Survey**

Community-based cross-sectional study using a mixed-methods approach (qualitative and quantitative). It was conducted among 350 adolescent girls in ZPHS government school, Nidamanuru.

From the Focus Group Discussions (FGDs) as well as the quantitative survey, it was observed that awareness about menarche before its onset was still poor in rural areas. A significant association was observed between respondent education and their awareness of menarche before its onset.

Therefore, it is recommended that teachers and students play an influential role in informing them about changes during adolescence, especially about menarche and other issues related to menstruation.

- **Results of Survey:**

**Increased Awareness:** The service learning course on menstrual hygiene in school girls successfully raised awareness about menstrual health and hygiene among school children.

**Distribution of Menstrual Napkins:** Students were engaged in distributing the menstrual napkins. The activities were documented, and made use of for the presentation for this S-L project.



**Awareness on Menstrual hygiene given to the high school girls at ZPHS school, Nidamanuru Date: 26-09-2023**

## **Results of the Survey**

### **5. Actions Taken**

#### **5.1. Awareness Activities**

Based on the survey results and analysis, it was planned to take up some awareness activities like

- Organising health fairs or screenings to Hb percentage and prevalence of urinary tract infections.
- Providing immediate feedback to individuals and raising awareness about their health.
- Collaborating with schools and workplaces to integrate primary health education into curricula and student wellness programs.
- Fostering a culture of health in these people, explaining to them about the importance and benefits of proper maintenance of menstrual hygiene practices.

#### **6. Challenges Faced:**

**Cultural Taboos:** Overcoming cultural taboos surrounding menstruation posed a significant challenge, requiring sensitivity and education to change perceptions.

**Resource Constraints:** Limited resources such as funding and supplies may have hindered the reach and impact of the program.

**Community Resistance:** Some community members or stakeholders might have resisted the program due to entrenched beliefs or lack of understanding about menstrual hygiene.

During data collection, some people refused to participate, and others discouraged us by saying, "Why aren't you focusing on studying instead?"

Implementation of our recommendations to maintain good health.

## 7. Reflections

### 7.1. Students' Experiences and Views

- Transformative Engagement: The journey to Nidamanuru went beyond a survey, teaching communication skills and soft skills like empathy through community engagement.
- Despite initial hesitations, patience and trust-building efforts enabled meaningful interactions, overcoming challenges and fostering engagement.

### 7.2. Open House Celebration

The college's open house celebration provided a platform for students to showcase their village community activities, fostering engagement and collaboration. Students presented diverse projects, including healthcare, environment, and economic initiatives, demonstrated impact through presentations, posters, and interactive sessions. The event strengthened ties with the community and inspired social responsibility among students.



**Open House Celebration,08.02.2024**

### 7.3. Outcomes

The service learning project on “Menstrual hygiene” resulted in the following outcomes.

- One hundred and twenty in-school adolescent girls were recruited from four classes of 7, 8,9,10 belonging to ZPHS school of Nidamanuru.
- The findings also disclosed that the majority of adolescent girls’ mothers had at least primary and secondary education.
- 72% of the participants have been aware of menstrual hygiene after the awareness given by our service learning students.

- At the 6-week follow-up, the average scores for the menstrual hygiene behaviours of the teenage girls also showed an increase. This suggests that throughout the follow-up evaluation period, students who participated in the educational intervention programme had improved menstrual hygiene practices. It is reasonable to conclude that participants' menstrual hygiene routines were improved by the educational intervention.
- Enhanced understanding and appreciation among students for the role of education in addressing societal issues, fostering a sense of civic duty and social responsibility.

**Annexure:**

1. Questionnaires in the beginning

[https://docs.google.com/document/d/1i4WMp2XXfICT2JMDX5YTYPt51X7U4A4V/edit?usp=drive\\_link&ouid=100134310285991495219&rtpof=true&sd=true](https://docs.google.com/document/d/1i4WMp2XXfICT2JMDX5YTYPt51X7U4A4V/edit?usp=drive_link&ouid=100134310285991495219&rtpof=true&sd=true)

**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA**  
(Affiliated to Krishna University, Machilipatnam)  
**DEPARTMENT OF COMMERCE AND MANAGEMENT STUDIES**

**Title: Unorganized Retailing**

**Course Code: 22CERSLUR1**

**Time Duration: 180 Hours**

**No. of Credits: 4**

**Target Group: Women, Young adults**

**Number of Students: 14**

**Consumer Rights for Unorganised Retailers**

**1. Objectives:**

- To Increase consumer confidence and empowerment.
- To promote fair trade practices through education, advocacy, and regulatory measures.
- To enhance community engagement skills and data analysis skills.

**2. Expected Outcomes**

- Empowered consumers confidently address issues affecting their rights.
- Improved fair trade practices.
- Enhanced community engagement skills demonstrated through increased participation in civic activities and improved data analysis skills.

**3. Syllabus**

**UNIT-I: Introduction**

Service Learning - Meaning - Concept - Importance - Principles - Ethical Concerns - Identification of Community - Need Analysis.

**Activities**

Introduce the concept of Service Learning through a case study/ role play/ animation/graphical representation etc.

3.1.2. Need-based analysis in a selected community through observations.

3.1.3. Identify the target group.

**3.2 Unit-II: Retail Format and Data Collection: 15 Hrs**

Concept, Meaning, Definition, Characteristics, Nature, Importance of Retailing and unorganized retailing. Factors Influencing Retailing, Functions of Retailing, and Developing and applying.

Retail Strategy, Classification of retail management. Retailing in India, Emerging trends in Retailing.

## Activities

- 3.2.1. Preparation of Questionnaires,
- 3.2.2. Data Collection

## 4. Methodology

### 4.1 Methodology

#### Unit III

Analysis of data – Create Awareness- Propose solutions - Reflections and recommendations

## Activities

- 4.1.1. Analyze the data by using statistical tools.
- 4.1.2. Analyze the problems and create awareness.
- 4.1.3. Implement suitable solutions to the issues identified.
- 4.1.4. Reflections and Recommendations.

## 4.2. Pedagogy

### 4.2.1. Observing the Community

As part of Service - Learning, I B.Com. (Computers) students visited Nidamanuru. They observed and interacted with locals, identifying a need for consumer rights awareness among unorganized retailers. They were divided into three groups to survey the lack of knowledge in consumer rights.

14 Students were divided into 3 groups covering three sub topics.

1. Right to Redress
2. Right to Safety
3. Right to Choose

### 4.2.2. Need-based Analysis

Students conducted a survey about consumer rights on 05.10.2023 at Nidamanuru. Students in groups met various people of the community to understand the amount of awareness that existed. On the basis of the conducted survey, students analyzed the ideologies and perspective of the community members and drew conclusions.



Images of Students collecting responses for Need-based Analysis

The teams analyzed the survey to know about the perception and opinions of the community and helped the students to set a pace for the further service-learning project.

Through the need-based analysis carried out by the students, it was analyzed that 80% of the community members among the target group, comprising young adults and women, were unaware of the consumer rights and were suffering damages.

**Outcome of the activity:**

By the end of the activity, students were able to analyze the responses, and to select the areas they need to work in the community.



**Students analyzing the responses from need-based analysis**

## **5. Actions Taken**

### **5.1 Awareness Activities**

The objective of the activity is,

- To educate consumers about their rights, including their right to safety, choice, and redress.
- To empower consumers to confidently assert their rights, such as complaint filing mechanisms, helplines, etc. to enable them to take action against unfair or deceptive practices like: defective, outdated products, over-charging, under-weighting the product, etc.

In this initiative, students formed into groups and engaged with women and young adults, highlighting the significance of consumer rights. They utilized materials such as posters, videos etc., to effectively convey their message and create awareness.





Images of students creating awareness on various government schemes

**ఆన్లైన్ షాపింగ్ చెల్లింపులపై అవగాహన సదస్సు**



విజయవాడ, 29 అనంతర(రాజ్యసౌచం): మేరీ స్ట్రెస్ మహిళా కళాశాల విద్యార్థినుల సామాజిక సేవా కార్యక్రమంలో భాగంగా నిడమరూరు గ్రామంలో ఆన్లైన్ షాపింగ్, డిజిటల్ చెల్లింపులు, మినియోగదారుల హాక్కులు, బ్యాంకు రుణాలు, పథకాలు మొదలగు విషయాల మీద గ్రామస్థులకు, వివిధ రంగాలు వ్యక్తుల వారికి అవగాహన కార్యక్రమం నిర్వహించారు. నేటి ఆధునిక ఇంటర్నెట్ యుగంలో మానవుల జీవనశైలిని అడ్వైస్ షాపింగ్ వివిధంగా ప్రభావితం చేస్తుందో వారికి వివరిస్తూ, అందులోని ముఖ్యాంశాలు, ప్రాముఖ్యతను, నిర్వహణ విధానాలను, లాభ నష్టాలను వారికి అర్థమయ్యే రీతిలో చిత్రించడం, మొబైల్ అప్స్ ద్వారా విషయాల వివరించారు. ఈ క్రమంలో భాగంగా వివిధ పేజింట్ గేట్ వే లు అందిస్తున్న సేవలను, వారిని మినయోగించుకునే విధానాలను వారికి వివరించడం జరిగింది. నగదు నిర్వహణలో ఉన్న అబ్బందలు వారికి వివరిస్తూ చీకెలలో చెల్లింపులు, డెబిట్/ క్రెడిట్ కార్డులను సులభంగా ఉపయోగించుకునే విధానాలను స్థానికులంగా గ్రామీణులు వివరించారు. నేటి సాంకేతిక పోటీ ప్రపంచంలో మినియోగదారుల హాక్కులు, వారి ప్రయోజనాలు సమీపంగా వారికి వివరిస్తూ మినియోగదారుల పరిరక్షణపై నిర్దేశించబడిన వివిధ అంశాలను, వారి చట్టబద్ధతను తెలుపుతూ అందులోని లాభాలను వివరించారు. వివిధ చేతివృత్తులవారికి చిల్డ్రన్ వ్యాపారులకు బ్యాంకులు అందిస్తున్న ఋణాలు, ఋణ పథకాల గురించి అవగాహన కల్పించారు. ఈ కార్యక్రమంలో కళాశాల అధ్యాపకులు షామిత, మంజుల, సర్వేస్, పద్మిని, మాధవి పాల్గొని విద్యార్థినుల సమన్వయంతో గ్రామస్థుల సంబోధనను నిర్వహించారు.

Newspaper clipping on the activities conducted by students

**Outcomes of the Activity:**

The community members were well informed to defend themselves from the exploitation of sellers and made them aware of the benefits that can be attained by exercising consumer rights.

**6. Challenges faced**

Before embarking on this service-learning project, students grappled with numerous uncertainties, such as:

- Why is community involvement necessary?
- How does it contribute to our academic pursuits?
- Will community members be receptive to our efforts?
- Can we achieve meaningful outcomes from our work?
- During data collection, some people refused to participate, and others discouraged us by saying, "Why aren't you focusing on studying instead?"
- Implementation of our recommendations to exercise consumer rights.

## 7. Reflections

- Through the engagement with women and young adults in the community, the significance of consumer rights was highlighted, using posters and videos.
- Created awareness and equipped the community members with the knowledge and resources to protect themselves against unfair or deceptive practices.
- The community members became better informed about their rights as consumers, and they feel confident to defend themselves against exploitation by sellers.
- The students learned that the people at the grassroots level are taken advantage of on account of the ignorance about their rights as consumers.
- The students feel that their effort to educate the people on consumer rights contributed to enlighten and transform the community.

## Recommendations

- To exercise consumer rights effectively requires ongoing collaboration with stakeholders and sustained efforts to raise awareness.

## Open House Celebration

The college's open house celebration served as a vibrant stage for students to spotlight their village community endeavors, nurturing participation and teamwork. Through a myriad of projects, spanning economic ventures, healthcare initiatives, and environmental efforts, students showcased tangible outcomes via presentations, posters, and engaging discussions. This gathering not only deepened connections with the local community but also ignited a sense of social responsibility within the student body, sparking a commitment to make a positive contribution.



**Students at open house on 08-02-2024**

**Outcomes:**

The service learning project on “Consumer Rights”, resulted in the following outcomes:

- Enhanced knowledge of various consumer rights and its benefits among the community members.
- Increased awareness among community members to protect themselves from unfair trade practices.
- Gained confidence to seek district level and state level redressal forums in case of necessity.

**ANNEXURES****SERVICE PHOTOS:**

<https://drive.google.com/drive/folders/10c35mHj9i6WujO5PoHBoGBUmha9suuWo?usp=sharing>

**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA**  
(Affiliated to Krishna University, Machilipatnam)  
**DEPARTMENT OF BIOTECHNOLOGY**

**Title: Biotechnology for Real Life**  
**Duration: 180 Hours**  
**Target Group: Adolescents**

**Course Codes: 22CERSLLB1**  
**No. of Credits: 4**  
**No. of Students: 19**

**Type I Diabetes - Balanced Diet**

**1. Objectives**

- To conduct a comprehensive survey to understand the awareness of type-1 diabetes, Balanced diet and Blood grouping among adolescents.
- To raise awareness about type -1 diabetes and balanced diet , its importance among community members, particularly targeting school children.
- To implement awareness activities such as health fairs and screenings to measure diabetes and BMI levels, providing immediate feedback to individuals, and promoting type -1 diabetes education.

**2. Expected Outcomes**

- Awareness, knowledge, and behaviors related to type-1 diabetes, and blood groups and to maintain balanced diet among adolescents and community members.
- Adoption of healthier eating habits and lifestyle choices among individuals, leading to better management of type-1 diabetes and reduced risk of diabetes.
- Investing time and knowledge in community engagement, and enhancing communication skills yields long-term benefits by creating a culture of collaboration, trust, and shared responsibility.

**3. Syllabus**

**3.1 UNIT-I: Introduction**

Service Learning - Meaning - Concept - Importance - Principles - Ethical Concerns - Identification of Community - Need Analysis.

**Activities**

- 3.1.1. Introduce the concept of Service Learning through a case study/ role play/ animation/graphical representation etc.
- 3.1.2. Need-based analysis in a selected community through observations.
- 3.1.3. Identify the target group.

**3.2 UNIT-II: Tools**

Data collection on the selected issues - Data analysis –Need assessment and awareness creation by using different PLA tools and visual aids such as role play, charts, presentation, flash cards etc.

### **Activities**

- 3.2.1. Meeting the target group
- 3.2.2. Data collection by questionnaire method
- 3.2.3. Representing data using PLA tools

## **4. Methodology**

### **4.1 UNIT-III: Community Engagement and Analysis of Data**

Engage with Community – Need analysis – Propose solutions - Create Awareness - Reflection on Experiences

### **Activities**

- 4.1.1. Analyze the data by using data analysis tools.
- 4.1.2. Analyze the problems and create awareness.
- 4.1.3. Implement suitable solutions to the issues.
- 4.1.4. Reflections on experiences.

### **4.2 Pedagogy**

- **Observing the Community**

As part of Service - Learning, I B.Sc. (Biotechnology) students visited Nidamanuru, ZPH School. They observed and interacted adolescents, identifying a need for balanced diet, and for Type-1 diabetes education among them. They were divided into five groups to survey the prevalence of type-1 diabetes, blood group testing.

There were 19 students in Biotechnology, divided into five groups and allotted sub-topics.

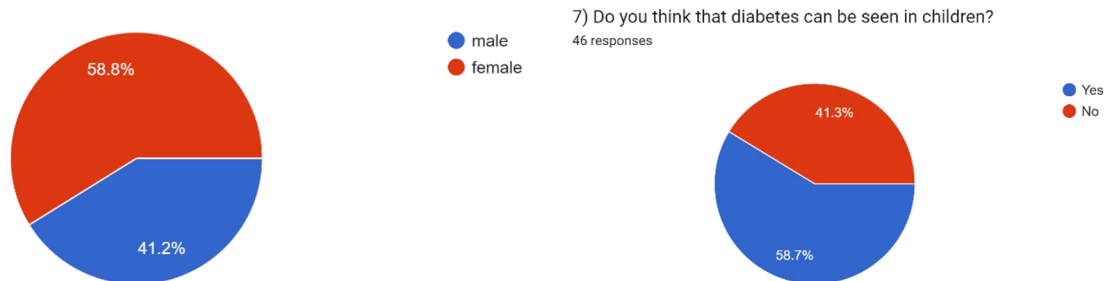
1. Anthropometric measurements to be taken for adolescents.
2. Dietary choices of adolescents.
3. Awareness regarding major diseases caused due to an imbalanced diet.
4. Knowledge on diabetes, causes, complications, maintenance, treatment and preventive measures.
5. Blood grouping

- **Need-based Survey:**

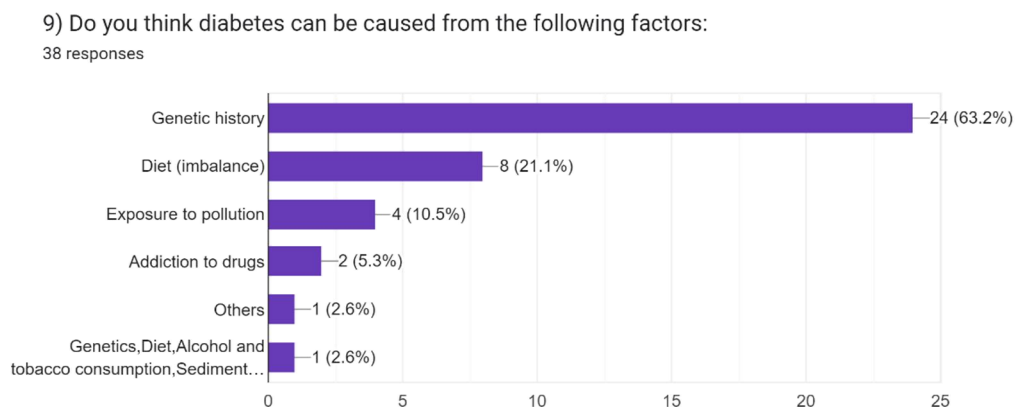
Students visited Nidamanuru, where their primary objective was to conduct a comprehensive survey aimed at understanding the knowledge of adolescent children regarding the importance of a balanced diet, their attitude towards it and the prevalence of diabetes and its prevention.

## Results of the Survey

- The data indicates a gender breakdown of 58.8% female and 41.2% male.
- About 58.7% adolescents have heard about Type 1 Diabetes but 41.3% have not heard about it.



- According to their perspective, genetic history - 63.2% is the major cause for T1D, an imbalanced diet - 21.1%, exposure to pollutants - 10.5%, drug addiction - 5.3%, and others - 2.6%.



## 5. Actions Taken

### 6. 5.1. Awareness Activities

Based on the survey results and analysis, it was planned to take up some awareness activities like:

- Organizing health fairs and screenings to measure blood glucose levels and blood grouping tests.
- Providing immediate feedback to individuals, and raising awareness about their health.
- Fostering a culture of health in adolescents, explaining to them about the importance and benefits of healthy lifestyle-maintenance, and the adverse effects of diabetes and imbalance diet intake.



*Awareness on balanced diet, Type 1 Diabetes & Blood Grouping, 05.01.2024*

Maris Stella College I B. Sc Biotechnology students' service-learning at Zilla Parishad School in Nidamanuru on 5<sup>th</sup> January 2023, focused on raising awareness about balanced diet intake, diabetes and blood grouping test among adolescents, aiming to prevent chronic diseases, hidden hunger and promote overall health and wellness.

This initiative went beyond theoretical knowledge, allowing the students to actively apply their education to address real-world issues. The use of visual aids further indicates a practical approach to communication, ensuring that the information is easily accessible and comprehensible for the target audience.

This community service experience showcased the transformative impact on students, illustrating that learning extends beyond textbooks. Practical application fosters social responsibility and empathy, providing valuable insights into community challenges and opportunities for positive change.

మార్స్ స్టెలా కాలేజ్ లో సర్వీస్ లెర్నింగ్ కార్యక్రమం  
 Posted on 5 Days Ago By Konduri Srinivasa Rao

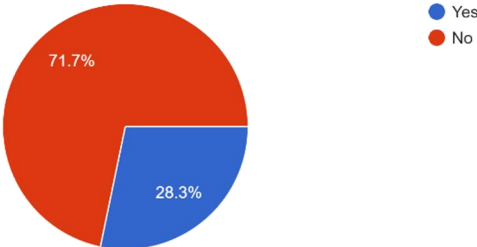
విజయవాడ, నేటి వైశిక ప్రజావార్త:  
 మార్స్ స్టెలా కాలేజ్ లో సర్వీస్ లెర్నింగ్ కార్యక్రమం లో భాగంగా కళాశాల లోని మైక్రో బయాలజీ బయోకెమిస్ట్రీ అండ్ రూరల్ డివలప్మెంట్ విభాగాలు నిడిమానూరు గ్రామం లో జిల్లా పరిషత్ పాల కాల లో బ్లడ్ గ్రూపింగ్ క్యాంప్ ను నిర్వహించారు ఈ బ్లడ్ గ్రూపింగ్ (డ్రైవ్ ను ప్రారంభించిన కళాశాల ప్రెసిడెంట్ Dr సీఫర్ రేఖ మాట్లాడుతూ విద్యార్థినులు సమాజం పట్ల సమాజంలో జరుగుతున్న వివిధ సంఘటనలు మరియు దేశాభివృద్ధికి సామరస్యంగా అవలోదాని గా నిలిచిన పలు అంశాలపై అవగాహన కల్పించేందుకు ఈ సర్వీస్ లెర్నింగ్ కార్యక్రమం తీర్చుతుందని తెలిపారు. కళాశాలలోని సైన్స్ విభాగాల అధ్యాపకులు మరియు విద్యార్థినులు బ్లడ్ గ్రూప్ తెలుసుకోవటం వల్ల కలిగే ప్రయోజనాలు, మరియు ఏ విద్యమైన అవగాహన పాటిస్తే ఆరోగ్యకరమైన అలవాట్లు తవన సరళి కొంతం చేసుకోవచ్చును అనే అంశాలు విద్యార్థినులకు అవగాహన కలిపించగ 870 మంది ZPH స్కూల్ విద్యార్థులు తమ బ్లడ్ గ్రూప్ వివరాలు తెలుసుకున్నారు. Headmistress రమాదేవి, కళాశాల డిగ్రీ వైస్ ప్రెసిడెంట్ ఇషా కుమారి, సర్వీస్ లెర్నింగ్ కోఆర్డినేటర్ సీఫర్ సహాయ మేరీ మరియు అధ్యాపకులు Dr గోగ రాజు, సాయి కల్యాణి, blessing మరియు మైక్రోబయాలజీ, బయోకెమిస్ట్రీ అండ్ రూరల్ డెవలప్మెంట్ స్టూడెంట్స్ పాల్గొన్నారు.

**News Paper clipping on the activities conducted by Students**

**5.2. Exit Survey Findings**

After creating awareness regarding the steps to be followed to avoid hidden hunger, diabetesity and blood grouping test, the students were enthusiastic that they came to know about their blood group, tips to incorporate mindful eating in order to maintain balanced diet, importance of exercise in their daily routine, healthy lifestyle maintenance and preventive measures to be taken to avoid imbalance blood sugar levels in future, especially girls who are suffering from Polycystic Ovary Syndrome (PCOs)

10) Do you know in girls the presence off pcos or pcds leads to diabetes?  
 46 responses



- Before creating awareness 71.1 % of students were unaware that PCOs/ PCOD leads to diabetes or insulin resistance which leads to chronic diseases in later life. Whereas the unawareness was reduced to 44.2% after activities.
- Students started focusing on consuming a balanced diet like including a cup of salad, a cup of rice, a cup of curry, a cup of green leafy vegetable dhal and curd which indicates a complete healthy plate that prevents hidden hunger and maintains biochemical parameters to normal in blood.
- Students have come across how exercise / physical activity for at least 25 minutes per day (according to AHA) play a major role in maintaining insulin levels.



## 7. Challenges faced:

Before embarking on this service-learning project, students grappled with numerous uncertainties, such as:

- Why is community involvement necessary?
- How does this align with our academic goals?
- Are community members likely to support our endeavors?
- Will our efforts lead to significant results?
- Encountering resistance during data collection: "Why not focus on studying?"
- Executing recommendations for health maintenance.

## 8. Reflections

### 7.1. Students' Experiences and Views

- Transformative Interaction: The Nidamanuru journey transcended mere surveying. It resulted in nurturing communication and empathy skills through community engagement.
- Resistance Resolution: Patience and trust-building tackled initial hesitations, fostering meaningful interactions amid challenges.
- Immediate Response: Alarming diabetes and hidden hunger trends sparked awareness efforts, diminishing ignorance and promoting community health prioritization.

### 7.2. Open House Celebration

The college's open house facilitated students in presenting village community projects, promoting collaboration. Diverse initiatives showcased impact through presentations, role play, and interactive sessions, fostering community ties and social responsibility.



Students sharing their findings and reflections with the co-students and faculty, 08.02.2024

### 7.3. Outcomes

The service-learning project on “Importance of balanced diet, Type 1 Diabetes prevention among adolescents, and blood group determination” resulted in the following outcomes.

- Reduction in the percentage of unawareness of individuals regarding balanced diet maintenance from 47.2% to 17.6%, diabetes from 41.3% to 14.8%, and blood grouping test from 85.4% to 12.1%, which shows the usefulness of the activities undertaken.
- Increased awareness and commitment among students to take care of consuming balanced diet like including a cup of salad, a cup of rice, a cup of curry, a cup of green leafy vegetable, dhal and curd which indicates a complete healthy plate that prevents hidden hunger and maintains biochemical parameters to normal in blood.
- Enhanced understanding and appreciation among students for the role of education in addressing societal issues, fostering a sense of civic duty and social responsibility.

#### Annexures

##### Need based Survey Questionnaire:

Anthropometric Measurement:

1. Height:
2. Weight:
3. Gender:
4. Name:
5. Age:
6. In a day how many times do you consume major meals?
7. In a day how many times would you take a snack?
8. In a day how many times do you consume fruits and vegetables?
9. In a week how many times do you consume processed, fried and fast food?
10. Do you have a habit of exercising daily?
11. If yes, please mention time duration.
12. Do you think we need to avoid carbohydrates that have high blood sugar?
13. Do you think that you are consuming a balanced diet?
14. In your opinion, what is a balanced diet?
15. Are you aware of Diabetes?
16. Do you think it is necessary for you to be educated regarding diabetes?
17. If yes to the above question, why?
18. What do you think are the causes of diabetes?
19. Can diabetes be seen in children?

20. Does PCOS/PCOD causes diabetes?
21. Do you require tips to prevent diabetes?
22. Are you aware of your blood group?
23. Is it important to know about your blood group?
24. If yes for above question, then Why?
25. Are you interested to know about your blood group?

**Feedback Survey Questionnaire:**

1. Was the session regarding diabetes useful?
2. Are you aware about Balanced diet after counseling?
3. Do you want to follow mindful eating tips?
4. Have you understood the importance of following a Healthy lifestyle?
5. What's your blood group?
6. Do you want more counseling sessions like this?

**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA -8**  
(Affiliated to Krishna University, Machilipatnam)  
**DEPARTMENT OF ENGLISH**

**Course Title: Educate for impact**

**Course Code: 20CERSLST1**

**No. of hours: 180 Hrs.**

**No. of credits: 4**

**No. Students: 21**

**Target group: Dropouts and Parents**

**LITERACY FOR LIFE: EMPOWERING DROPOUTS**

**1. Objectives**

- To cultivate interest in the young students in their formative years of education.
- To reduce dropouts.
- To interact with the students to find out the reasons for dropping out.
- To inculcate the habit of book reading in students.

**2. Expected outcomes**

- Improvement in academic performance
- Library utilization, Increased reading frequency
- Reducing the dropouts' count
- Improved attendance, enhanced academic performance

**3. Syllabus**

**3.1 UNIT-I: Introduction**

Service Learning - Meaning - Concept - Importance - Principles - Ethical Concerns - Identification of Community - Need Analysis.

**Activities**

- 3.1.1. Introduce the concept of Service Learning through a case study/ role play/ animation/graphical representation etc.
- 3.1.2. Need-based analysis in a selected community through observations.
- 3.1.3. Identify the target group.

**Unit II: Tools**

Foundational Literacy Skills - Vocabulary development - Reading comprehension - Sentence structure and paragraph development - Writing for different purposes (e.g., narratives, letters) - Editing and revising

**Strategies -**

- 3.2.1. Spelling and grammar basics
- 3.2.2. Writing Skills

**4. Methodology**

**4.1 UNIT-III: Community Engagement and Analysis of Data**

Engage with Community – Propose solutions for the need for analysis of data – Reflection on Experiences – Create Awareness.

## **Activities**

- 4.1.1. Analyze the data by using Mathematical/statistical tools.
- 4.1.2. Create awareness and analyze the problems.
- 4.1.3. Reflections and Recommendations.
- 4.1.4. Implement suitable solutions to the issues.

## **4.2. Pedagogy**

As part of service-learning I B.A. Literature students visited Nidamanuru, Vijayawada. They observed and interacted with parents and dropout students. They were divided into two groups to survey the dropout children. Among them, they identified a group of students aged between 5-15 years.

Developing an effective pedagogy for a literacy program tailored for school dropouts requires a student-centered approach that prioritizes individualized instruction, experiential learning, and the integration of real-life contexts. Here is a pedagogical framework to guide the implementation of such a program:

- **Culturally Responsive Teaching:** Recognize and value the cultural backgrounds, experiences, and perspectives of the participants. Incorporate culturally relevant content, examples, and instructional materials to make learning meaningful and relatable.
- **Differential Instruction:** Recognize that participants may have diverse learning needs, preferences, and abilities. Differentiate instruction by providing multiple pathways to learning.
- **Experiential Learning:** Engage participants in hands-on, experiential learning activities that allow them to apply literacy skills in real-life contexts. This could include reading newspapers, participating in community projects where literacy skills are essential.
- **Encourage active participation and engagement** through interactive teaching methods such as discussions, role-plays, debates, and problem-solving activities.

## **5. Actions taken**

Based on the survey results and analysis it was planned to take some awareness activities like:

- Motivated students to make a habit of reading books, showcasing other inspirational personalities
- Ongoing assessment of participants' progress through quizzes, assignments, and performance tasks.
- Regular feedback sessions to address challenges and provide support.
- Final assessments to measure proficiency and achievement of learning objectives.

## 6. Challenges faced

- Initial resistance from drop outs
- Students adapting to diverse learning styles
- Managing time constraints
- Coordinating with community partners

## 7. Reflections / Experiences with references to Service learning

- Enhanced teamwork and communication skills
- Exposure to real world challenges
- Improved leadership skills
- A deeper understanding of social issues

## Annexures

(Questionnaire / Interview schedule)

Action photos, newspaper cuttings (without borders)



**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA**  
(Affiliated to Krishna University, Machilipatnam)  
**DEPARTMENT OF COMMERCE AND MANAGEMENT STUDIES**

**Title: Online Purchases**  
**Duration: 180 Hours**  
**Target Group: Common Households**

**Course Codes: 22CERSLUR1**  
**No. of Credits: 4**  
**No. of Students: 14**

**Online Purchases**

**1. Objectives:**

- To conduct a comprehensive survey to understand the perception of “Online Purchases” among residents of Nidamanuru.
- To raise awareness about proper usage of online purchase platforms and its importance among community members, particularly targeting households
- To implement awareness activities such as digital usage, ecommerce websites and their benefits to measure the benefits, ease of doing, providing immediate feedback to individuals, and promoting overall digital transactions.

**2. Expected Outcomes:**

- Enhanced digital awareness
- Empowered online purchase transactions
- Improved ease of using digital devices and ecommerce websites

**3. Syllabus**

**3.1 UNIT-I: Introduction**

Service Learning - Meaning - Concept - Importance - Principles - Ethical Concerns  
Identification of Community - Need Analysis.

**Activities**

- 3.1.1. Introduce the concept of Service Learning through a case study/ role play/ animation / graphical representation etc.
- 3.1.2. Need-based analysis in a selected community through observations.
- 3.1.3. Identify the target group.

**3.2 UNIT-II: Introduction to e-Business**

Concept, Meaning, Definition, Characteristics, Nature, Importance of e-Business and online purchases. Factors influencing online shopping, Internet, its usage, Functions of e-Business, and Developing and applying online purchase approaches, Classification of online purchase websites. E-shopping in India, Emerging trends in online business.

**Activities**

- 3.2.1. Preparation of Questionnaires,
- 3.2.2. Data Collection

## 4. Methodology

### 4.1 UNIT-III: Community Engagement & Analysis of Data

Engage with Community – Propose solutions for the need - Analysis of data – Reflection on Experiences – Create Awareness.

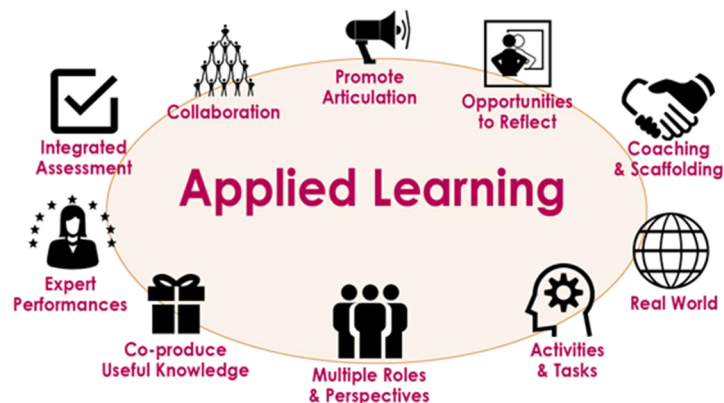
#### Activities

- 4.1.1. Analyze the data by using statistical tools.
- 4.1.2. Create awareness and analyze the problems.
- 4.1.3. Reflections and Recommendations.
- 4.1.4. Implement suitable solutions to the issues.

### 4.2. Pedagogy

#### Observing the Community

- Service Learning is an educational approach where a student learns theories in the classroom and at the same time volunteers with an agency (usually a non-profit or social service group) and engages in reflection activities to deepen their understanding of what is being taught. It is a cycle of theories, practices, and reflection tools to broaden knowledge and critical thinking skills for social change.
- At a societal level, it is important for people to be involved and aware of their communities, so they can assist each other and be more conscientious individuals. Creating opportunities for young people increases their involvement.



Through service-learning, students learn to reflect on their experiences and develop critical-thinking skills, such as the ability to bring disparate elements of experience together in meaningful ways, to analyze information for patterns and deeper meaning, and to make evaluations and judgments. Service-learning presents students with issues and problems that cannot be neatly defined or solved. It encourages students to "think outside the box" fosters development of problem-solving skills.



The service-learning process takes students through four stages

- Investigation
- Action
- Evaluation
- Reflection

### **Online Purchases**

Online purchasing/shopping is a form of electronic commerce which allows consumers to directly buy goods or services from a seller over the Internet using a web browser.

Features of Online Purchases:

- Convenient and Time Saving
- Affordable
- Huge range of options
- Easy returns and Exchanges
- Option to buy or sell second-hand goods at cheaper prices

This project mainly focuses on creating awareness and using of online purchasing platforms in the selected place i.e., Nidamanuru, Vijayawada Rural. As a part of which the students were encouraged:

- To take up need-based analysis to understand the challenges faced by the customers.
- To motivate them in using the e-commerce websites.

### **Orientation Classes**

The students were provided with orientation of service-learning to make them understand the need and scope of the project

- The students were trained to mobilize and create impact in the selected community. After dividing the class into groups, the students were encouraged to hold discussions on various issues in the society.
- They chalked out a tentative plan for need-based analysis and awareness programs.
- They prepared a set of constructive questionnaires necessary for need-based analysis.

## **5. Actions Taken**

### **5.1 Actions Undertaken in view of finding Needs**

The students were divided into groups who conducted a survey in Nidamanuru to assess the community with special reference to Online purchase practices. Survey was conducted by distributing a structured questionnaire among fifty customers of selected area. By proper analysis of the survey responses, the students listed out various problems/challenges faced by the customers in online purchases like:

- UPI transactions and problems faced by the buyers due to frauds and drawn conclusions accordingly.
- Various issues like E-payment system, Frauds faced by UPI Transactions.
- Social Media usage to gain understanding towards e-markets etc., were selected to help the customers.

## 5.2. Activities

### Activity 1

Name of the activity: Need-based analysis

Date: 21.11.2023

Venue: Nidamanuru

Objectives of the activity:

- To know the local people's understanding towards online purchases
- To know the people's opinion on UPI transaction
- To collect different opinions on problems faced by the customers due to online payment frauds.
- To offer suitable recommendations

### Nature of the activity:

Students conducted the survey on opinions of people using the online websites on 19.12.2023 at Nidamanuru. Students in groups talked with different customers. On the basis of conducted survey, students analyzed the usage pattern of online websites for purchases and problems faced by the customers due to frauds and drawn conclusions accordingly.



Images of Students collecting responses for Need-based Analysis

### Activity 2:

Name of the Activity: Survey analysis

Date: 23/11/2023

Place: Nidamanuru

No. of Participants: 14

With respect to a group who worked on online purchase practices, through need-based analysis, it was analyzed that among the customers in the respective community:

- 20% customers were aware of the online purchases platforms but they felt insecure.
- 10% customers were already registered to do online trading.
- 70% customers were unaware of the online purchase platforms.

### Activity-3:

**Name of the Activity:** Awareness Creation

**Date:** 25/11/2023

**Place:** Nidamanuru

**Objective of the Activity:**

The objective of the activity is,

- To create an understanding in customers towards online trading, future needs, and safety.
- Attempts to change the perception of customers towards online transactions by creating awareness

### Nature of the Activity:

- Students were divided into groups of five members and approached various customer in the community, explaining the usage and benefits of online transactions.
- The students also used various collaterals like posters, videos etc. to create awareness.



**Images of students creating awareness on various e-commerce platforms**

## 6. Challenges faced

Before starting this service learning project, students faced with numerous uncertainties, such as:

- Why community involvement is necessary?
- How does it help our academic needs?
- Will community members be interested in our efforts?
- Can we achieve meaningful outcomes from our work?

## 7. Reflections

- Promoting Empowerment Through Community Involvement: Embracing Nidamanuru, a rural suburban area, fostered the development of essential communication and soft skills, such as empathy, through engaging with the local community.

- Fostering Collaboration Amidst Challenges: Addressing initial hesitations and resistance with patience and trust-building efforts resulted in impactful interactions, overcoming obstacles to meaningful engagement.

### 7.1. Open house Celebration

The college's open house showcased students' village community projects, promoting engagement and collaboration. Diverse initiatives in healthcare, environment, and economy demonstrated impact, fostering social responsibility and community ties.



Students sharing their experience with the, 08.02.2024

### 7.2. Outcomes

- Students gathered responses for needs assessment, analyzed survey data to determine online purchase frequency, and identified causes of fraud, enhancing their analytical skills and understanding of consumer behavior.
- Students successfully analyzed responses to identify areas for community improvement, enhancing their ability to strategize and prioritize initiatives based on community needs.
- Educated the customers about online purchases usage, how to login the required product website, advantages of using cashless transactions etc. while a few have agreed to enrol after some research from their own sources.

### Reference Books

1. E-Business Revolution, Pearson Education

2. Websites:

<http://www.homeship18.com>

<http://www.shopping.indiatimes.com>

<http://www.ebay.in>

<http://www.consumerbehaviour.com>

**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA**  
(Affiliated to Krishna University, Machilipatnam)  
**DEPARTMENT OF COMMERCE & MANAGEMENT**

**Title: Unorganized Retailing**                      **Course Codes: 22CERSLUR1**  
**Duration: 180 Hours**                              **No. of Credits: 4**  
**Target Group: Unorganized retailers**      **No. of Students: 4**  
**Loans for Unorganized retailers**

### **1. Objectives**

- To identify the prevalent loan types utilized by unorganized retailers in the community.
- To motivate and guide retailers to confidently apply for and secure loans.
- To provide clear information about the eligibility criteria, benefits, and application process for these loans.
- To promote financial literacy and responsible loan utilization practices.

### **2. Expected Outcomes**

- Identify prevalent loan types used by unorganized retailers in the community, facilitating better understanding of their financial needs and challenges.
- Motivate and guide retailers to confidently apply for and secure loans, empowering them to access necessary financial resources.
- Provide clear information about loan eligibility criteria, benefits, and application processes, enhancing transparency and accessibility for retailers.
- Promote financial literacy and adoption of responsible loan utilization practices among surveyed retailers.

### **3. Syllabus**

#### **3.1 UNIT-I: Introduction**

Service Learning - Meaning - Concept - Importance - Principles - Ethical Concerns - Identification of Community - Need Analysis.

#### **Activities**

- 3.1.1. Introduce the concept of Service Learning through a case study/ role play/ animation/graphical representation etc.
- 3.1.2. Need-based analysis in a selected community through observations.
- 3.1.3. Identify the target group.

#### **3.2 UNIT-II: Introduction to Retailing**

Concept, Meaning, Definition, Characteristics, Nature, Importance of Retailing and unorganized retailing. Factors Influencing Retailing, Functions of Retailing, and Developing and applying Retail Strategy, Classification of retail management. Retailing in India, Emerging trends in Retailing.

## Activities

3.2.1. Preparation of Questionnaires

3.2.2. Data Collection

## 4. Methodology

### 4.1 UNIT-III: Community Engagement and Analysis of Data

Analysis of data – Create Awareness- Propose solutions - Reflections and recommendations

## Activities

4.1.1 Analyze the data by using statistical tools.

4.1.2 Analyze the problems and create awareness.

4.1.3 Implement suitable solutions to the issues.

4.1.4 Reflections and Recommendations.

## 4.2 Pedagogy

### ● 4.2.1 Observing the Community

As part of Service - Learning, I B.Com (Computers) students visited Nidamanuru, Ward 1 Panchayath, briefed by Mrs. Rajitha, the Woman Police of Nidamanuru on the area's demographics. students immersed themselves in the bustling marketplace of Nidamanuru, where they encountered a vibrant community of unorganized retailers. A team of 4 students was chosen from a pool of 14, ready to approach a diverse range of individuals to gain valuable insights regarding loans. The students received an orientation on bank and government loan schemes by bank faculty before conducting the survey.

### ● 4.2.2 Need-based Survey

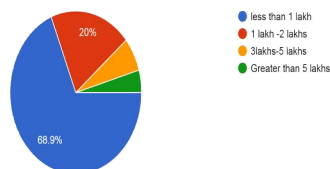
To understand their financial needs, they developed a form to gather data about the types of loans they were currently taking. After walking through the streets of Nidamanuru, the students gathered information, and returned to share their observations. In these post-survey debriefs, they exchanged experiences and reflections. Through these shared experiences, the students not only collected data, but also developed a deeper understanding of the community and their own potential as agents of change.



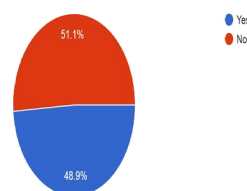
Students conducted a need based survey on 25.09.2023 and 04.10.2023.

### ● 4.2.3 Results of the Survey

How much additional capital do you estimate you need to achieve your store improvement goals?  
45 responses

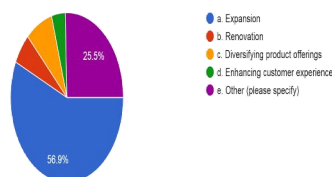


Are you open to exploring different types of loans?  
45 responses

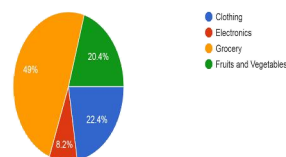


- As for the above diagram, 68.9% retailers are interested to take less than 1 lakh rupees as loan, 20% are interested in taking between 1 lakh to 2 lakhs , 6.7% are willing to take loan between 3 to 5 lakhs and 4.4% retailers are willing to take greater than 5 lakhs for store improvements.
- From the above diagram, it is clear that 51.1% retailers are willing to explore different types of loans and 48.9% retailers are not willing to explore any type of loan.

What are the primary reasons you are considering improving your store?  
51 responses



Type of Store  
49 responses



- From the above diagram we observe that 56.9% retailers are considering expansion of business/store as primary reason for taking loan, 5.9% for renovation, 7.8% for diversifying product offerings, 3.9% for enhancing customer experience and 25.5% are considering other reasons.
- From the above diagram we observe that 49% people are running grocery stores, 22.4% people are running clothing stores, 20.4% are selling fruits and vegetables, and 8.2% are having electronics stores.

## 5. Actions Taken

### 5.1. Awareness Activities

- To address the loan requirements of the selected people, the students organized awareness programs, focusing on the benefits and eligibility criteria of these loans.
- Students' efforts resulted in a positive impact, with 10 women successfully applying for and receiving DWCRA loans, a government-sponsored self-help program.
- This initiative empowered the women retailers to invest in their shops and business, paving the way for expansion and growth.



**Awareness on Bank loans- Their importance, 27.11.2023**

- The objectives of the program were well-defined, through multiple awareness programs conducted with the peer group, the students were able to motivate several women to pursue DWCRA loans to expand their businesses.
- This initiative went beyond theoretical knowledge, allowing the students to actively apply their education to address real-world issues.
- The use of pamphlets and posters further indicates a thoughtful approach to communication, ensuring that the information is easily accessible and comprehensible for the audience.
- Practical application fosters social responsibility and empathy, providing valuable insights into community challenges and opportunities for positive change.



**News Paper clipping on the activities conducted by Students**

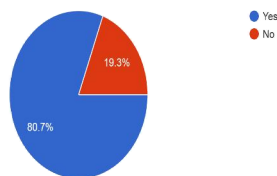


## 5.2. Exit Survey Results

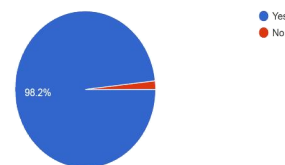
Through multiple awareness programs conducted by students, they were able to motivate several women to pursue DWCRA loans to expand their businesses. Witnessing their empowered journeys filled with immense satisfaction.

- The orientation sessions by two banks, Canara Bank, Saphagiri Bank, proved invaluable in equipping the students with the knowledge and skills to effectively engage with retailers, analyze their financial health through turnover data, and recommend suitable loan options. This practical experience significantly enhanced their understanding of business finance and its role in development.

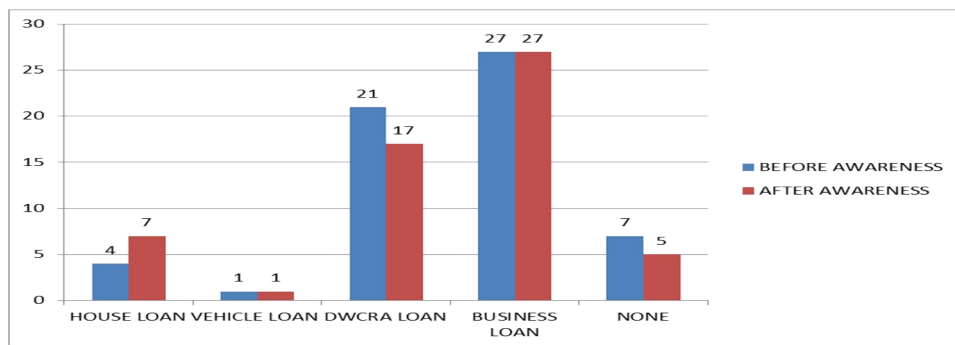
Do you want to have some more awareness program regarding other bank loans?  
57 responses



Did the students of service learning gave you awareness about different types of loans available for unorganized retailers  
57 responses



- From the above diagram we observe that 98.2% people are satisfied by the service learning program, awareness programs conducted by the students.
- From the above diagram it is observed that 80.7% people are willing to have more awareness programs in future regarding other bank loans and 19.3% people are not willing.



- From the above diagram it is observed that 12% people applied for house loan, 2% applied for vehicle loan, 28% applied for DwcrA loan, 45% applied for business loan and 8% did not apply for any loan even after getting awareness from SL students.

## 6. Challenges faced

Before embarking on this service learning project, students grappled with numerous uncertainties, such as:

- Why is community involvement necessary?
- How does it contribute to our academic pursuits?
- Are the questions clear and unambiguous?
- Is there room for misinterpretation?
- Do I have enough knowledge or experience to answer the questions accurately?
- Can my participation in this survey make a difference?

## 7. Reflections

### 7.1. Students' Experiences and Views

- Transformative Engagement: The journey to Nidamanuru went beyond a survey, teaching communication skills and soft skills like empathy through community engagement.
- Concrete actions taken by the students, took them beyond the survey, like connecting retailers with local banks and providing awareness about availability of loans
- Initial hesitations were met with patience and trust-building, leading to meaningful interactions.

### 7.2. Open House Celebration

The college's open house celebration provided a platform for students to showcase their village community activities, fostering engagement and collaboration. Students presented diverse projects, including healthcare, environment, and economic initiatives, shown impact through presentations, posters, and interactive sessions. The event strengthened ties with the community and inspired social responsibility among students.



Students sharing their findings and reflections with the co-students and faculty, 08.02.2024

### 7.3. Outcomes

- Through a dedicated awareness program, students played a pivotal role in bridging the gap between unorganized retailers and vital financial resources.
- Their efforts successfully motivated retailers to apply for loans, with a remarkable 10 DWCRA loans secured for unorganized retailing women during the program itself.
- This achievement has encouraged the students' enthusiasm to reach a wider audience and encourage more people to leverage the loan schemes offered by banks and Government for their development.
- The DWCRA loan recipients, overjoyed with the new found opportunity, expressed their commitment to timely EMI payments to ensure future loan eligibility.
- They wholeheartedly appreciated the students' initiative and awareness programs, eagerly anticipating similar endeavors in the future.

### Annexures

Need-based questionnaire:

<https://docs.google.com/document/d/1eHiFf72aRuFxI66Rzc4YmzX8e-EIubXN/edit?usp=sharing&oid=108548904131558139097&rtpof=true&sd=true>

Need based survey Photos:

<https://drive.google.com/drive/folders/1-oW9pa3wK10emS8VoWcrMyfDgnsRNQIm?usp=sharing>

Feedback Survey:

[https://docs.google.com/document/d/1R-BL7lcxFCTXOaO6BPJP\\_E69HzfbpZpn/edit?usp=sharing&oid=108548904131558139097&rtpof=true&sd=true](https://docs.google.com/document/d/1R-BL7lcxFCTXOaO6BPJP_E69HzfbpZpn/edit?usp=sharing&oid=108548904131558139097&rtpof=true&sd=true)

Awareness Activities:

[https://drive.google.com/drive/folders/1qasL7fZHDF\\_GgETnPwkqBe3dQUVPbX2?usp=sharing](https://drive.google.com/drive/folders/1qasL7fZHDF_GgETnPwkqBe3dQUVPbX2?usp=sharing)

Open House Celebrations:

<https://drive.google.com/drive/folders/1tzrl8EwmAWwOVIDcp9B2oLUr-3o6U6iA?usp=sharing>

**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA**  
(Affiliated to Krishna University, Machilipatnam)  
**DEPARTMENT OF FOOD SCIENCE AND TECHNOLOGY**

**Title: Public Health and Wellbeing**

**Course Codes: 22CERSLHN1**

**Duration: 180 Hours**

**No. of Credits: 4**

**Target Group: Middle aged people and School students No. of Students:23**

**PUBLIC HEALTH AND WELLBEING**

**1. Objectives**

- To apply academic skills and knowledge to address real-life needs in the community.
- To identify the health and wellness status of the people in the selected community.
- To enhance community engagement skills and data analysis skills.

**2. Expected Outcomes**

- Address real-life needs in the community in development and implementation of effective solutions that directly address the pressing issues faced by community members.
- Comprehensive understanding of the health and wellness status of the selected community.
- Strengthening of community engagement and data analysis skills, facilitating more effective collaboration with community members.

**3. Syllabus**

**3.1 UNIT-I: Introduction**

Introduce the concept of Service Learning through a case study/ role play/ animation/graphical representation etc.

**Activities**

- 3.1.1. Need-based analysis in a selected community through observations.
- 3.1.2. Identify the target group.

**3.2 UNIT-II:**

Definitions – Health, Community, family, village and block, Nutrition.

Health and hygiene, Traditional health care methods. Food adulteration, stress management and coping mechanisms in school children.

**Activities**

- 3.2.1.Meeting the target group
- 3.2.2.Data collection and applying suitable Statistical/Mathematical methods

**4. Methodology**

**4.1 UNIT-III: Community Engagement and Analysis of Data**

Engage with Community – Analysis of data and need assessment - Create awareness - Propose solutions - Reflection on Experiences.

## Activities

4.1.1. Analyze the data by using Mathematical/statistical tools.

4.1.2. Analyze the problems and create awareness.

4.1.3. Reflections and Recommendations.

4.1.4. Implement suitable solutions to the issues.

## 4.2 Pedagogy

### Observing the Community

As a part of service learning I B.Sc Food Science & Technology Students visited Nidamanuru Panchayathi office on 23-9-2023 at 2.30pm. There the students were briefed by the Panchayath worker about the area and the total number of schools, and health care facilities provided and about the Anganwadi. She has also guided our students about the age group of people living there. The students have taken the help of the ward secretary, and they started observing the people and interacting with them.

There were 23 students in Food Science and Technology. So, they were divided into 4 groups and allotted 4 sub topics.

1. Stress and coping mechanism in school children of 12-15 years age group
2. Traditional health care methods among 20-25 years age group
3. Food Adulteration for homemakers of 30-40 years age group
4. Promoting Hygiene Practices in school children among 7-10 years age group

### Need-based Survey

#### Activities

A need-based survey was conducted to understand the existing hygiene habits.



Collecting data about food adulteration on 26/09/2023

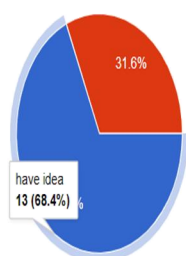


### Collecting data from school children on 26/09/2023

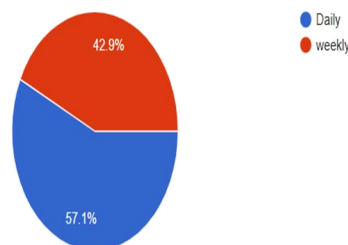
#### Results of the Survey

To assess the environment cleanliness, a survey was conducted among children of 7 -10 years age group. The survey revealed the following:

- As per the data, 42.9 % indicated that their area is cleaned once a week, while 57.1% said their area was cleaned daily.
- Among the women who are homemakers only 31.6% are not at all aware of the fact that food adulteration will cause issues to the health.
- They are also unaware about the adulteration that occurs in the foods generally.
- 68.4% are aware of the adulteration and they are also familiar with the concept of identification.
- In terms of stress there are 40% of students who feel stress very often even for very small reasons.
- 16% of them are stressed very less often, once a week.



● have idea  
● no idea



● Daily  
● weekly

## 5. Actions Taken

### 5.1. Awareness Activities

Based on the survey results and analysis, the students

- Organized workshops on proper hand washing, dental care, and personal hygiene.
- Distributed informative materials and hygiene kits to students.
- Recommendation made to the teachers to incorporate hygiene education into the curriculum.
- Students focused on raising awareness about stress and coping mechanisms, health and hygiene, among school children, aiming to prevent chronic diseases and promote overall health.



Awareness on Nutritional facts- Their importance, 15.12.2023

# సాక్షి

చేసే ప్రజలకు వివరిస్తామని తెలిపారు. ఈవీఎల్ న్యూరు.

## పోషికాహారంపై ప్రదర్శన

రామవరప్పాడు: విజయవాడరూరల్ మండలం నిడమానూరు జిల్లా పరిషత్ ఉన్నత పాఠశాలలో శుక్రవారం సైల్లా కళాశాల విద్యార్థినులు ఆరోగ్యం- పోషకాహారం అంశంపై 3, 4, 5 తరగతుల విద్యార్థులకు అవగాహన కార్యక్రమాన్ని నిర్వహించారు. తక్కువ ఖర్చుతో ఎక్కువ పోషక విలువలు లభించే ఆహార పదార్థాల గురించి వివరించారు. జంక్ ఫుడ్లకు దూరంగా ఉంటూ పండ్లు, పోషకాహారాల తీసుకోవడం వల్ల ఆనారోగ్య సమస్యల నుండి దూరం కావచ్చన్నారు.

## గాయపడిన వృద్ధురాలి మృతి

మా క్షయిండు కృష్ణాజిల్లా పెనమలూరు మండలం పెనమలూరు గ్రామ, డి.ఆర్.సం: 4-96 వాస్తవ్యులు వెలిచే శ్రీమతి గాయపడిన వృద్ధురాలి మృతి గురించి...

**బహిరంగ ప్రకటన**  
మా క్షయిండు కృష్ణాజిల్లా పెనమలూరు మండలం పెనమలూరు గ్రామ, డి.ఆర్.సం: 4-96 వాస్తవ్యులు వెలిచే శ్రీమతి గాయపడిన వృద్ధురాలి మృతి గురించి...

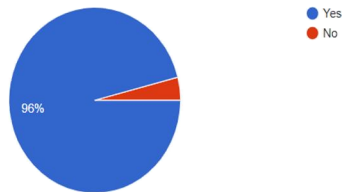
16/12/2023 | Vijayawada(Penamalur) | Page : 13  
Source : <https://epaper.sakshi.com/>

### News Paper clipping on the activities conducted by Students

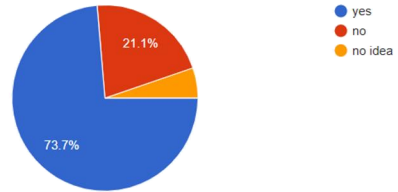
## 5.2. Exit Survey Findings

After creating awareness regarding the steps to be followed, the results are as follows.

2. Are you able to attend classes attentively?  
25 responses



3. Are you aware of the potential risks associated with food adulteration?  
19 responses



- Before creating awareness more than 40% were not able to cope and manage the stress and concentrate on studies, after the activities 95% are aware about how to manage the stress.
- Students started focusing on study and committed to a healthy diet with leafy vegetables and fruits.
- Before there were very few people to identify and know about food adulteration but after creating awareness the number has increased rapidly.

## 6. Challenges faced

Before embarking on this service learning project, students grappled with numerous uncertainties, such as:

- Why is community involvement necessary?
- How does it contribute to our academic pursuits?
- Will community members support and encourage us?
- Will we be able to cope up with the situations and help them out?
- During data collection, it was very tough to get the prior data from school children since they were very young to handle.
- Implementation of our recommendations to make them follow our advice.

## 7. Reflections

### 7.1. Students' Experiences and Views

- The use of pamphlets and posters exemplifies a thoughtful approach to communication, ensuring that vital information reaches and resonates with the intended audience.
- Through direct interaction with community members, students gained invaluable insights into the challenges faced by the local population, as well as opportunities for positive transformation.
- The program's emphasis on practical application and community engagement has not only enriched students' educational experiences but also equipped them with the skills and perspective needed to make meaningful contributions to society.

### 7.2. Open House Celebration

The college's open house showcased students' village community projects, promoting engagement and collaboration. Projects in healthcare, environment, and economics demonstrated impact and inspired social responsibility.



Students sharing their findings and reflections with the co-students, 08.02.2024



### 7.3. Outcomes

The service learning project on “Public Health and Wellbeing” resulted in the following outcomes.

- Reduction in the percentage of unawareness of people about hygiene practices and the precautions to be taken.
- The skin rashes among school children were reduced as a result of awareness sessions on environmental cleanliness.
- Increased awareness and commitment among community members to take care of the commodities they buy to avoid adulteration.
- Enhanced understanding among school children to help in managing stress mainly during examinations and results time.
- Increased awareness about the usage of the traditional health care methods.
- Suggested tips on health and hygiene, and made them aware of how to maintain self and environmental cleanliness.
- Provided immediate feedback to individuals and raised awareness about their health.
- Collaborated with schools and workplaces to make them aware of public health and employee wellness programs.

### Annexures

Need-based questionnaires: <https://forms.gle/dzcmV8eNkKbNvwPr6>

<https://forms.gle/D3odWBASA6mQSZRw8>

<https://forms.gle/HYpJCXDU6zXwvCgQ8>

<https://forms.gle/GapXfD4MsLCTW4mX6>

Need based survey Photos:

[https://drive.google.com/drive/folders/1EvO9cFIIwG08f2TZ-oIBREdsqZb4gSak?usp=drive\\_link](https://drive.google.com/drive/folders/1EvO9cFIIwG08f2TZ-oIBREdsqZb4gSak?usp=drive_link)

Awareness Activities & Videos:

[https://drive.google.com/drive/folders/1EvO9cFIIwG08f2TZ-oIBREdsqZb4gSak?usp=drive\\_link](https://drive.google.com/drive/folders/1EvO9cFIIwG08f2TZ-oIBREdsqZb4gSak?usp=drive_link)

Open House Celebrations:

[https://drive.google.com/drive/folders/1EvO9cFIIwG08f2TZ-oIBREdsqZb4gSak?usp=drive\\_link](https://drive.google.com/drive/folders/1EvO9cFIIwG08f2TZ-oIBREdsqZb4gSak?usp=drive_link)

**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA**  
(Affiliated to Krishna University, Machilipatnam)  
**DEPARTMENT OF COMMERCE & MANAGEMENT**

**Title: Unorganized Retailing**

**Course Codes: 22CERSLUR1**

**Duration: 180 Hours**

**No. of Credits: 4**

**Target Group: Unorganized retailers**

**No. of Students :5**

**Business Strategies for Unorganized retailers**

**1. Objectives**

- To apply academic skills and knowledge to address real-life needs in the community.
- To identify the different issues encountered by the unorganized retailers in the selected community.
- To enhance community engagement skills and data analysis skills.

**2. Expected Outcomes**

- Utilize theoretical frameworks, methodologies, and concepts learned in academic studies to address practical challenges faced by unorganized retailers in the community.
- Conduct thorough research and fieldwork to understand the various challenges encountered by unorganized retailers in the selected community.
- Utilize data visualization tools to present findings in a clear and compelling manner, facilitating better understanding and decision-making by stakeholders.

**3. Syllabus**

**3.1 UNIT-I: Introduction**

Service Learning - Meaning - Concept - Importance - Principles – Ethical Concerns - Identification of Community - Need Analysis.

**Activities**

- 3.1.1. Introduce the concept of Service Learning through a case study/ role play/ animation/graphical representation etc.
- 3.1.2. Need-based analysis in a selected community through observations.
- 3.1.3. Identify the target group.

**3.2 UNIT-II: Introduction to Retailing**

Concept, Meaning, Definition, Characteristics, Nature, Importance of Retailing and unorganized retailing. Factors Influencing Retailing, Functions of Retailing, and Developing and applying Retail Strategy, Classification of retail management. Retailing in India, Emerging trends in Retailing.

## Activities

3.2.1. Preparation of Questionnaires,

3.2.2. Data Collection

## 4. Methodology

### 4.1 UNIT-III: Community Engagement & Analysis of Data

Community – Propose solutions for the need - Analysis of data – Reflection on Experiences – Create Awareness.

## Activities

4.1.1 Analyze the data by using statistical tools.

4.1.2 Analyze the problems and create awareness.

4.1.3 Reflections and Recommendations.

4.1.4 Implement suitable solutions to the issues.

4.1.5 Generate a research report.

## 4.2 Pedagogy

### ● Observing the Community

B.Com (Computers) students engaged in Service-Learning at Nidamanuru, briefed by Mrs. Rajitha, Woman Police, Nidamanuru, explored the vibrant marketplace, selected a team to implement innovative marketing strategies for local businesses.

### ● Need-based Survey

Eager to understand their business practices, the students conducted a comprehensive survey. Their findings revealed a significant gap in awareness about alternative business strategies that could potentially boost earnings and modernize operations.



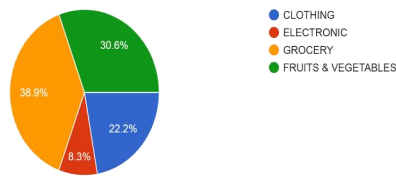
Collecting data from retailers on 25.09.2023



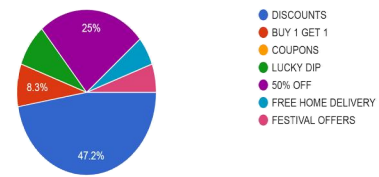
Collecting data from retailers on 04.10.2023

## Results of the Survey

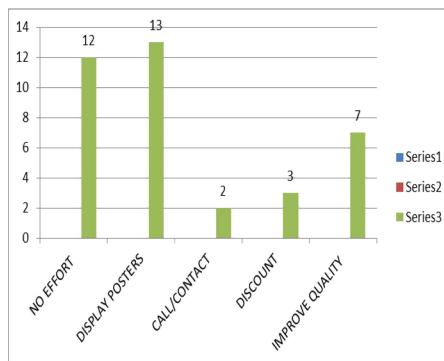
Type of Store  
36 responses



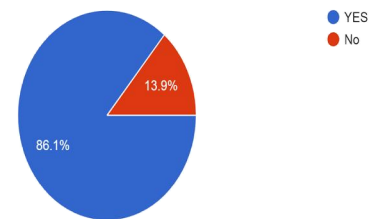
Do you have any knowledge about business strategies like  
36 responses



- From the above chart, it is evident that 22.2% are doing clothing business, 8.3% are running electronic stores, 38.9% are running grocery stores, and 30.6% are running fruits and vegetables shops.
- From the above diagrams it is observed that 47.2% retailers are using discounts strategy, 25% retailers 50% off strategy, 8.3% retailers festival offer strategy, and a very small percentage used the remaining strategies.



Do you like to learn / apply business strategies?  
36 responses



- The diagram shows that 35% retailers display posters, 5% retailers contact consumers, 8% retailers give discounts, 19% retailers improve quality, and 32% retailers make no effort.
- From the above diagram it is observed that 86.1% are willing to learn and apply new strategies other than regular ones and 13.9% are not willing to learn any strategies.

## 5. Actions Taken

### 5.1. Awareness Activities

With a drive to support the livelihoods of unorganized retailers, students embarked on a mission to raise awareness about crucial business strategies, loan options, and government schemes. Equipped with knowledge from student-led awareness programs, the unorganized retailers unleashed a wave of innovative strategies to boost their businesses. Stepping beyond traditional discounts, they initiated creative tactics like:

- Festival offers:** Capitalizing on seasonal celebrations, retailers crafted enticing deals tailored to specific festivals, attracting customers with festive cheer and targeted promotions.
- Free home delivery:** Recognizing the convenience factor, retailers offered free delivery within a certain radius, increasing customer satisfaction and encouraging larger purchases.

- Lucky dip: Adding a touch of excitement, retailers introduced lucky dip promotions, offering surprise discounts or bonus items with purchases, generating buzz and encouraging impulse buys.



*Awareness on Business strategies - Their importance, 27.11.2023*

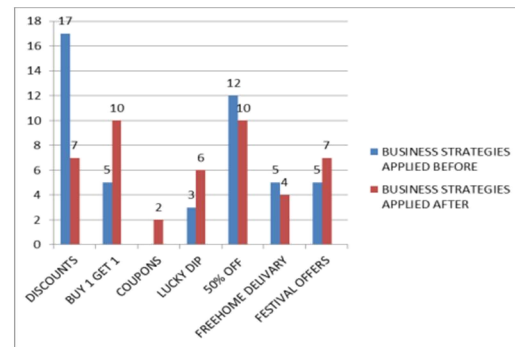
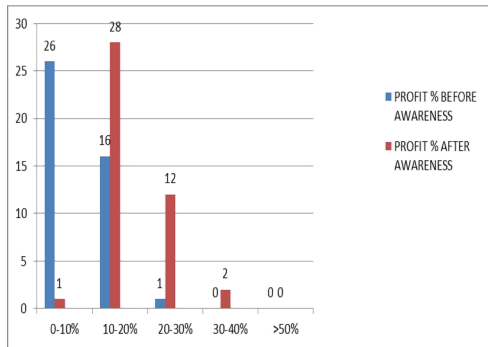
Through this service learning, the objectives of the program were well-defined. The results were encouraging. By implementing these fresh strategies, retailers witnessed a noticeable hike in profits:

- Increased sales: The innovative offers attracted new customers and encouraged the existing ones to spend more, leading to a significant rise in overall sales.
- Enhanced customer engagement: The interactive elements and the festive spirit fostered a stronger bond with customers, building loyalty and enhancing the business.
- Improved brand image: By embracing creativity and catering to customer preferences, retailers projected a more dynamic and customer-centric image, attracting wider attention.
- This community service experience showcased the transformative impact on students, illustrating that learning extends beyond textbooks. Practical application fosters social responsibility and empathy, providing valuable insights into community challenges and opportunities for positive change.

## **5.2. Exit Survey Results**

The results were encouraging. By implementing these fresh strategies, retailers witnessed a noticeable hike in profits like:

- Buy 1 Get 1 ,Coupons, Lucky Dip, Festival offers, etc.
- From the above diagram it is observed that 28 retailers got profit between 10-20%, 12 retailers got profit between 20-30%, 2 retailers got profit between 30-40%, and 1 retailer got less than 10%.



## 6. Challenges faced

Before embarking on this service learning project, students grappled with numerous uncertainties, such as:

- Why is community involvement necessary?
- How does it contribute to our academic pursuits?
- Are the questions clear and unambiguous?
- Is there room for misinterpretation?
- Do we have enough knowledge or experience to answer the questions accurately?
- Can our participation in this survey make a difference?

## 7. Reflections

### 7.1. Students' Experiences and views

- Transformative Engagement: Students were excited to participate in service learning in Nidamanuru.
- During the survey, many shopkeepers refused to respond. Although only a few were welcoming, and answered the questions, this helped students to understand their needs.
- During orientation, the students gained valuable insights into how to effectively question and identify suitable business and sales strategies.
- Community people learned techniques to uncover their current strategies, understand their profitability and growth potential.
- They explored methods to assess their loan eligibility and enhanced interest in business development initiatives.

### 7.2. Open House Celebration

The college's open house celebration provided a platform for students to showcase the village community activities, fostering engagement and collaboration. They proudly showcased their service-learning program through interactive exhibits. They engaged fellow students by explaining the program's goals and impact, using engaging visuals like charts and placards. This interactive approach not only informed others about their work but also sparked lively discussions and generated interest in potential collaborations.



Students sharing their findings and reflections with the co-students and faculty, 08.02.2024

### 7.3. Outcomes

- This initiative proved transformative, with participating retailers witnessing a remarkable surge in both sales and profits, thanks to the adoption of these fresh approaches. Not only did earnings increase, but a sense of entrepreneurial confidence blossomed within the community.
- This impactful project serves as a testament to the power of service learning, demonstrating how academic knowledge can be harnessed to empower local communities and spark sustainable growth.
- With a drive to support the livelihoods of unorganized retailers, the students embarked on a mission to raise awareness about crucial business strategies, loan options, and government schemes.

### Annexures

Need-based questionnaire:

<https://docs.google.com/document/d/1jX0SAPYamuC3JaPgaQyfg9sVr7WieKj7/edit?usp=sharing&oid=108548904131558139097&rtpof=true&sd=true>

Need based survey Photos:

<https://drive.google.com/drive/folders/1mTxKH4emBwUAjcsiG3EoOBafYbwR0zgs?usp=sharing>

Feedback Survey:

[https://docs.google.com/document/d/103nlqVDE7T\\_n60ROmij4YwWH8\\_DrE2pf/edit?usp=sharing&oid=108548904131558139097&rtpof=true&sd=true](https://docs.google.com/document/d/103nlqVDE7T_n60ROmij4YwWH8_DrE2pf/edit?usp=sharing&oid=108548904131558139097&rtpof=true&sd=true)

Awareness Activities:

[https://drive.google.com/drive/folders/1uaVZsNyX3EvE3xEspYNCjF11\\_U\\_ARoqJ?usp=sharing](https://drive.google.com/drive/folders/1uaVZsNyX3EvE3xEspYNCjF11_U_ARoqJ?usp=sharing)

Open House Celebrations:

<https://drive.google.com/drive/folders/1tzrl8EwmAWwOVIDcp9B2oLUr-3o6U6iA?usp=sharing>

**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA**  
(Affiliated to Krishna University, Machilipatnam)  
**DEPARTMENT OF COMMERCE AND MANAGEMENT STUDIES**

**Title: Digital Empowerment**  
**Duration: 180 Hours**  
**Target Group: Households**

**Course Codes: 20CERLUR1**  
**No. of Credits: 4**  
**No. of Students: 14**

**Community Nutrition**

**1. Objectives**

- To apply academic skills and knowledge to address real-life needs in the digitalization of the community
- To identify the various issues encountered by households in achieving digital empowerment within the selected community.
- To enhance community engagement skills and data analysis skills.

**2. Expected Outcomes**

- Enhanced Digital Payments awareness
- Enhanced effective Mobile Phone Usage
- Improved Digital Literacy

**3. Syllabus**

**3.1 UNIT – I: Introduction**

Service Learning - Meaning - Concept - Importance - Principles - Ethical Concerns - Identification of Community - Need Analysis.

**Activities**

- 3.1.1. Introduce the concept of Service Learning through a case study/ role play/animation/graphical representation etc.
- 3.1.2. Need-based analysis in a selected community through observations.
- 3.1.3. Identify the target group.

**3.2 UNIT-II: Introduction to Digital Empowerment**

Concept, Meaning, Definition, objectives, Importance of Digital Empowerment and Digital Literacy Factors influencing Digitalization, Internet, its usage, Functions and benefits of Digital Payments, and Process of Digital Payments, Usage of Mobile Phones and advancements in the technologies available for the all age group of people.

**Activities**

- 3.2.1. Preparation of Questionnaires,
- 3.2.2. Data Collection



## 4. Methodology

### 4.1 UNIT-III: Community Engagement and Analysis of Data

Engage with Community – for the Need analysis of data – Create Awareness - Propose solutions - Reflection on Experiences

#### Activities

- 4.1.1. Analyze the data by using suitable tools.
- 4.1.2. Analyze the problems and create awareness.
- 4.1.3. Implement suitable solutions to the issues.
- 4.1.4. Reflections and Recommendations.

#### 4.2 Pedagogy

- **Observing the Community**

As part of Service - Learning, I B.Com Computers students visited Nidamanuru, Ward 4 Panchayath, briefed by Mrs. Lalitha, the Woman Police of Nidamanuru on the area's demographics. They observed and interacted with locals, identifying a need for digital empowerment among illiterate and literate households. They were divided into 3 groups to survey in order to understand the level of households on digital empowerment.

There were 14 students who were divided into 3 groups and allotted three sub topics

1. Awareness on Digital Payments
2. Awareness on Usage of Mobile Phones
3. Awareness on Digital Literacy

- **Need-based Survey**

The primary objective was to conduct a comprehensive survey aimed at understanding the level of digital empowerment among the households in Nidamanuru.



**Students collecting responses for Need-based Analysis from households**

## 5. Actions Taken

### 5.1. Awareness Activities

Based on the survey results and analysis, it was planned to take up some awareness activities through chart presentations, poster presentations and taught the target community to make digital payments using mobile phones.

In this activity, students divided themselves into groups and approached households and schools explaining the benefits of digitalization and its safe usage. The students also used various collaterals like chart presentations, PPTs, videos, etc. to create awareness.



### *Awareness on Digitalization: the good ways of using mobile phones, Benefits of Digital Payments etc.*

The objectives of the program were well-defined, with a dual purpose of emphasizing the importance of digitalization and creating awareness among households. This initiative went beyond theoretical knowledge, allowing the students to actively apply their education to address real-world issues. The use of pamphlets and posters further indicates a practical approach to communication, ensuring that the information is easily accessible and comprehensible for the target audience.

This community service experience created a transformative impact on students, illustrating that learning extends beyond textbooks. Practical application fostered social responsibility and empathy, providing valuable insights into community challenges and opportunities for positive change.

**ఆన్లైన్ ఫోసింగ్ చెల్లింపులపై అవగాహన సదస్సు**



విజయవాడ, 28: ఆనందపర్యావృత్తిలోని మేరీ స్ట్రీట్ మహిళా కళాశాల విద్యార్థినుల సామాజిక సేవా కార్యక్రమంలో భాగంగా నిడమనూరు గ్రామంలో ఆన్లైన్ ఫోసింగ్, టి.జి.ఎల్ , చెల్లింపులు, వినయోగదారుల పాత్రలు, బ్యాంకు రుణాలు, పథకాలు మొదలగు విషయాల మీద గ్రామస్థులకు, వివిధ కల్యాణ వ్యక్తుల వారికి అవగాహనా కార్యక్రమం నిర్వహించారు. నేటి ఆహ్వాన అతిథుల్లో డిమాండ్ సూచనా కేంద్రము ఆన్లైన్ ఫోసింగ్ వివిధంగా ప్రభావితం చేస్తుంది వారికి వివరిస్తూ, అందులోని సులభతలు, ప్రాయోజ్యతను, నిర్దేశాల విధానాలను, లాభ సమైక్యత వారికి అర్థమయ్యే తీరిలో చిరకాలంగా, ముఖ్యం అయ్యే వాస్తవాలను వివరించారు. ఈ క్రమంలో భాగంగా వివిధ సేమలలో గేట్ వే లు అందిస్తున్న సేవలను, వారిని వినయోగదారులకు విధానాలను వారికి వివరించడం జరిగింది. నగదు నిపుణులలో అన్ని అంశాలను వారికి వివరిస్తూ టి.జి.ఎల్ చెల్లింపులు, డిమాండ్/క్రెడిట్ కార్డులను సులభంగా ఉపయోగించుకునే విధానాలను ప్రోత్సాహకంగా గ్రామీణులు వివరించారు. నేటి సాంకేతిక పోటీ ప్రపంచంలో వినయోగదారుల పాత్రలు, వారి ప్రయోజనాలు సమయంగా వారికి వివరిస్తూ వినయోగదారుల పరిస్థితులపై నిర్దేశాలను వివరించారు. వారి చట్టపరమైన కిక్కురేమి అందులోని కారణాలను వివరించారు. వివిధ సేవలపై అవగాహనను వివరిస్తూ, అందులోని అంశాలను వివరించారు. వివిధ సేవలపై అవగాహనను వివరిస్తూ, అందులోని అంశాలను వివరించారు. వివిధ సేవలపై అవగాహనను వివరిస్తూ, అందులోని అంశాలను వివరించారు.

**News Paper clipping on the activities conducted by Students, 28.01.2024**

**6. Challenges faced**

Before embarking on this service learning project, students grappled with numerous uncertainties, such as:

- Why is community involvement necessary?
- How does it contribute to our academic pursuits?
- Will community members be receptive to our efforts?
- Can we achieve meaningful outcomes from our work?
- During data collection, some people refused to participate, while others discouraged us by saying, "Why aren't you focusing on studying instead?"

**7. Reflections**

**7.1. Students’ Experiences and Views**

- Revolutionizing Involvement: The venture to Nidamanuru transcended mere data collection, encompassing the imparting of communication proficiency and fostering empathy via community involvement.
- Overcoming Resistance: Initial resistance was met with patience and trust-building, leading to meaningful interactions.
- The eagerness of people gave a lot of encouragement to students.

**7.2. Open House Celebration**

The college's open house celebration provided a platform for students to showcase their village community activities, fostering engagement and collaboration. The students presented diverse projects, including digitalisation, mobile usage, online purchases, and economic activities demonstrated, through presentations, posters, and interactive sessions. The event strengthened ties with the community and inspired social responsibility among students.



**Students sharing their findings and reflections with the co-students and faculty, 08.02.2024**

### 7.3. Outcomes

The service learning project on “Digital Empowerment” resulted in the following outcomes.

- Increased awareness and commitment among community members to take active participation in the Digital India Movement.
- Enhanced understanding and appreciation among students for the role of education in addressing societal issues, fostering a sense of civic duty and social responsibility.

### Annexures

Photos of Activities:

<https://drive.google.com/drive/folders/1qB1GcpV5QKK4lW9TfHtaUoBxTwOSemfu?usp=sharing>

Open House Celebrations:

[https://drive.google.com/drive/folders/1gM9-K-Qxg7w2crpcqWyRP9fOppHPM192?usp=drive\\_link](https://drive.google.com/drive/folders/1gM9-K-Qxg7w2crpcqWyRP9fOppHPM192?usp=drive_link)

**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA**

(Affiliated to Krishna University, Machilipatnam)

**DEPARTMENT OF HISTORY**

**Title: Sanitation and Hygiene**

**Duration: 180 Hours**

**No. of Credits: 4**

**Target Group: Individual Households**

**No. of Students: 13**

**Sanitation and Hygiene**

**1. Objectives**

- To apply academic skills and knowledge to address real-life needs of a community.
- To understand the specific needs and challenges related to sanitation and hygiene in the community.
- Raise awareness about the importance of sanitation and hygiene in preventing diseases and promoting overall health and well-being.

**2. Expected Outcomes**

- Describe the concept of Service Learning and identify the needs of selected communities
- Adoption of healthier behaviors related to waste management, water purification, personal hygiene, and environmental cleanliness.
- Develop greater competence, flexibility and adaptability in working with the community and recognize suitable solutions for the future.

**3. Syllabus**

**3.1 UNIT-I: Introduction**

Service Learning - Meaning - Concept - Importance - Principles - Ethical Concerns - Identification of Community - Need Analysis.

**Activities**

- 3.1.1. Introduce the concept of Service Learning through a case study/ role play/ animation/graphical representation etc.
- 3.1.2. Need-based analysis in a selected community through survey.
- 3.1.3. Identify the target group.

**3.2 UNIT-II**

Introduction to Sanitation and Hygiene; Overview of global and local sanitation challenges; Introduction to key concepts: waterborne diseases, waste management, personal hygiene; Analyzing the public health implications of poor sanitation  
Critical analysis of existing policies and their impact on community well-being.

**Activities**

- 3.2.1. Meeting the target group
- 3.2.2. Data collection and applying suitable Statistical methods.

## **4. Methodology**

### **4.1 UNIT-III: Community Engagement and Analysis of Data**

Engage with Community –Study the problems-Data collection- analysis of data – Need assessment-Create Awareness.-Reflection on Experiences .

#### **Activities**

- 4.1.1. Interactive Lectures.
- 4.1.2 Group Discussions and activities.
- 4.1.3. Reflections.
- 4.1.4. Recommendations for suitable solutions to the issues.

#### **4.2 Pedagogy**

As part of Service - Learning, I BA(History) students visited Nidamanuru, Ward 1 Panchayath, briefed by Mrs. Rajitha, the Woman Police of Nidamanuru on the area's demographics. They observed and interacted with locals, studying about various Sanitation and Hygiene issues and their effect on community health.

The students were divided into two groups and allotted a sub-topic each.

1. Study of various sanitation and hygiene processes that were practiced in the community.
2. Study Sanitation and Hygiene practices of individual Households.

Pedagogy for service learning on sanitation and hygiene involves a student-centered approach that combines theoretical knowledge with hands-on experiences. The goal is to foster critical thinking and community engagement.

1. Interdisciplinary Approaches:  
Collaboration Across Disciplines: Foster collaboration between students from diverse academic backgrounds, integrating perspectives from public health, environmental science, sociology, and engineering.
2. Community Engagement:  
Involve the community in the study on the practices of sanitation and hygiene.
3. Cross-Cultural Dialogue: Facilitate dialogue between students and community members to bridge cultural gaps and build meaningful relationships.
4. Ethical Considerations:  
Ethics in Service Learning: Integrate discussions on ethical considerations in community engagement, emphasizing respect, consent, and the responsible use of data.

#### **Need-based Survey**

Students visited the village of Nidamanuru to conduct a comprehensive survey aimed at understanding various sanitation and Hygiene practices and issues at community level as well as at individual household level.



*Collecting data from General public , 11.10.2023*

## Results of the Survey

- Alarmingly, only 10% has received proper education and information regarding sanitation methods and processes.
- It was also seen almost more than half of the people felt that there was a need to improve sanitation facilities at their locality.

## 5. Actions Taken

### 5.1. Awareness Activities

Based on the survey results and analysis, it was planned to take up some awareness activities like

- Providing immediate feedback to individuals and raising awareness about various sanitation and hygiene practices to be followed.
- Fostering a culture of health in these people, explaining to them about the importance and benefits of proper hygiene and sanitation.
- Providing one on one awareness among the people of the community .



*Students creating Awareness regarding Sanitation and Hygiene on 12-01-24*

The service learning initiative on sanitation and hygiene has not only enriched the educational experience of students but has also made a meaningful contribution to the well-being of the community. By combining theoretical knowledge with practical projects, students have developed a deep understanding of the societal impact of their actions. This model of service learning serves as a powerful tool for fostering responsible citizenship and addressing critical issues such as sanitation and hygiene in a holistic and sustainable manner.

## **6. Challenges faced**

Before embarking on this service learning project, students grappled with numerous uncertainties, such as:

- Why is community involvement necessary?
- Balancing service learning activities with academic commitments.
- Cultural Beliefs: Deep-rooted cultural beliefs and practices related to sanitation, resistance or reluctance to adapt to new and unfamiliar practices.
- Convincing communities of the importance of sanitation and hygiene practices
- Reluctance to behavior change.
- Ensuring positive behavioral changes beyond the duration of the project is a significant challenge.

## **7. Reflections**

Students expressed personal development, citing increased self-awareness, empathy, and a sense of social responsibility.

- Students expressed an enhanced sense of social responsibility, understanding their role in contributing to community well-being and advocating for positive change.
- Students have reflected on the significance of respecting and understanding local cultural practices related to sanitation, recognizing the need for culturally sensitive interventions.
- Cross-Cultural Dialogue: Facilitating dialogue between students and community members to bridge cultural gaps and build meaningful relationships.
- Ethics in Service Learning: Integrate discussions on ethical considerations in community engagement, emphasizing respect, consent, and the responsible use of data.

## **8. Recommendations**

- Students could make a visit to the community and households to observe the improvement in sanitations and hygiene.
- Students could interact with members of community Panchayath office and health workers regarding actions taken to improve sanitation and hygiene.

## **9. Open House Celebration**

The Open House Celebration on Service Learning successfully brought together students, educators, and the community to celebrate the achievements of service learning initiatives. The event not only highlighted the positive impact of students' efforts but also facilitated valuable conversations and connections that will contribute to the continued growth and success of service learning programs in the future. This collaborative approach to community engagement serves as a model for building stronger bridges between academia and the broader community, fostering a culture of service, reflection, and lifelong learning.





Students sharing their findings and reflections, 08.02.2024

## 10. Outcomes

- Students gained insights into the direct correlation between proper sanitation and improved health outcomes, both at the individual and community levels
- Community members started to adopt healthier practices as a result of educational campaigns, workshops, and initiatives led by students.
- Improved sanitation and hygiene practices lead to a reduction in waterborne diseases and other health issues.
- Engagement with diverse communities promoted cultural sensitivity among students.

### Annexures

- Need-based questionnaire:  
<https://forms.gle/V8ZVugFuvjA7z2nL9>  
<https://forms.gle/pdwD88bXVmUSuRXf6>
- Awareness Activities:  
[https://drive.google.com/drive/folders/1EYC\\_JpKHBCD13QYcyNIQhfdYJjdI0chc?usp=drive\\_link](https://drive.google.com/drive/folders/1EYC_JpKHBCD13QYcyNIQhfdYJjdI0chc?usp=drive_link)
- Open House Celebrations:  
[https://drive.google.com/drive/folders/1QOgyCFqHUsAdslZaHh4wYmPeR3xYCAu?usp=drive\\_link](https://drive.google.com/drive/folders/1QOgyCFqHUsAdslZaHh4wYmPeR3xYCAu?usp=drive_link)

**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA -8**

(Affiliated to Krishna University, Machilipatnam)

**DEPARTMENT OF POLITICAL SCIENCE**

**Course Title: Human Rights and EVMs**

**Course Code:22CERSLPR1**

**No. of hours: 180 Hrs.**

**No. of credits: 4**

**No. Students: 17**

**Target group: Women**

**1. Objectives**

- To apply academic skills and knowledge to address real-life needs in communities.
- To identify the societal, political and environmental issues from the angle of human rights and usage of Electronic Voting Machines (EVMs) in the selected community.
- To enhance community engagement skills and data analysis skills.

**2. Expected outcomes**

- Describe the concept of Service Learning and identify the needs of selected communities
- Analyse the Status of Societal, Political and Environmental issues in the selected community.
- Develop greater competence, flexibility and adaptability in working with the community and recognize suitable solutions for the future.

**3. Syllabus**

**UNIT I: Introduction**

1. Service Learning - Meaning - Concept - Importance - Principles - Ethical concerns - Introduction of Selected Community - Need Identification.

**Activities**

- 3.1.1. Introduce the concept of Service Learning through a case study/ role play/ animation/graphical representation etc.
- 3.1.2. Need-based analysis in a selected community through observations.
- 3.1.3. Identify the target group.

**UNIT II: Societal Issues in India**

Social and Political Issues –Human rights – women, peasants, laborers, etc. – EVMs - Civic Responsibility - Data Collection on selected topic.

**Activities**

- 3.2.1. Discuss the conditions that affect human rights.
- 3.2.2. Prepare a plan to analyse the issues.
- 3.2.3. Use different techniques to collect data.

## **4. Methodology**

### **UNIT III: Community Engagement and Analysis of Data**

Analysis of data - Create awareness -Identify suitable solutions - Engage with Community.

#### **Activity**

- 4.1.1. Analyse the data by using statistical tools.
- 4.1.2. Create awareness and analyse the problems.
- 4.1.3. Recommend and implement suitable solutions to the issues.

## **4.2. Pedagogy**

As part of service-learning a total of Seventeen Ist B.A. Political Science students visited Nidamanuru, Vijayawada. They observed and interacted with girls and women of the community in order to study various socio-economic conditions prevailing in the community . They were divided into two groups to survey in the community.

1. Group 1: Practice of Human Rights
2. Group 2: Awareness on EVM's

Pedagogy for service learning on Socio-Economic conditions involves a student-centred approach that integrates theoretical knowledge with practical experiences to foster critical thinking, empathy, and a commitment to social justice. Here's a pedagogical framework for designing and implementing service learning in the context of human rights:

1. Understanding Human Rights Framework:  
Classroom Instruction: Begin with foundational classroom sessions that introduce students to the concept of human rights, international declarations, and the historical context of human rights movements.  
Critical Discussions: Facilitate critical discussions on the universality and cultural relativity of human rights, encouraging students to explore diverse perspectives.
2. Community Engagement:  
Community Needs Assessment: Involve students in a participatory needs assessment within the community to identify specific human rights concerns and priorities.
3. Reflection and Critical Analysis:  
Structured Reflection Sessions: Implement regular reflection sessions where students analyze their service experiences, connect them to human rights theories, and assess the ethical implications of their interventions.

## 5. Actions taken

Based on the survey results and analysis, it was planned to take some awareness activities like,

- Human Rights Awareness Campaigns: Conducted workshops in the community to raise awareness about fundamental human rights, emphasizing topics such as equality, freedom, and dignity.
- Interactive Discussions: Facilitated community dialogues and forums to encourage open conversations about human rights issues affecting the community.
- Advocacy for Legal Reforms: Advocated for legal reforms that strengthen human rights protections, and promote fair and free practice of using the Ballot Box system in India.



Students in Nidamanuru

## 6. Challenges faced

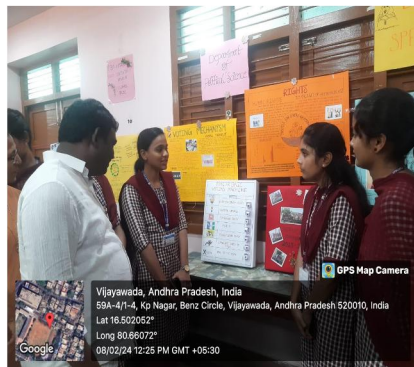
- For issues related to human rights, accessing affected communities are restricted due to security concerns, political instability, or logistical challenges
- Striking a balance between being advocates for human rights and maintaining objectivity can be challenging
- Managing time constraints
- Coordinating with community partners

## 7. Reflections / Experiences with references to Service learning

- Enhanced teamwork
- Exposure to real world challenges
- Improved leadership skills
- A deeper understanding of social issues

## 7.1. Open House Celebration

The college's open house celebration served as a vibrant stage for students to spotlight their village community endeavors, nurturing participation and teamwork. Through a myriad of projects, spanning human rights, Elections, use of EVMs via presentations, posters, and engaging discussions. This gathering not only deepened connections with the local community but also ignited a sense of social responsibility within the student body, sparking a commitment to make a positive contribution.



Students presenting their works, 08.02.2024

## 7.2. Outcomes

- Heightened Awareness: Through workshops, community members gained a deeper understanding of fundamental human rights, focusing on equality, freedom, and dignity.
- Open Dialogue: Interactive discussions fostered open conversations, empowering the community to address human rights issues affecting their lives directly.
- Legal Advocacy: Advocated for legal reforms to enhance human rights protections, particularly focusing on fair and free use of the Ballot Box system in India, promoting democratic principles.



**MARIS STELLA COLLEGE (AUTONOMOUS), VIJAYAWADA**

(Affiliated to Krishna University, Machilipatnam)

**DEPARTMENT OF COMPUTER SCIENCE**

**Title: e-Literacy**

**Duration: 180 Hours**

**Target Group: Working Household Community  
and Students**

**Course Codes: 22CERSLEL1**

**No. of Credits: 4**

**No. of Students: 27**

**e-Literacy**

**1. Objectives**

- To identify different issues related to the usage of technology.
- To Enhance Internet Security Awareness
- To enhance community engagement skills and data analysis skills.

**2. Expected Outcomes**

- Comprehensive Understanding of Technology-related Issues.
- Improved internet security awareness.
- Improved Community Engagement and Data Analysis Skills

**3. Syllabus**

**3.1 UNIT-I: Introduction**

Service Learning - Meaning - Concept - Importance - Principles - Ethical concerns -  
Introduction of Selected Community - Need Identification.

**Activities**

- 3.1.1. Introduce the concept of Service Learning through a case study/ role play/  
animation/graphical representation etc.
- 3.1.2. Need-based analysis in a selected community through observations.
- 3.1.3. Identify the target group.

**3.2 UNIT-II: Digital Environment:**

Internet Fundamentals- Email creation, Browsing, Usage, Security. Online payments-  
Unified Payments Interface (UPI)-Services- Limitations and Threats.

**Activities**

- 3.2.1. Discuss the issues in e-mail creation, e-payments and security.
- 3.2.2. Prepare a plan to analyze the issues.
- 3.2.3. Use different techniques to resolve the problems.

**4. Methodology**

**4.1 UNIT-III: Community Engagement and Analysis of Data:**

Analysis of data - Create awareness - Identify suitable solutions - Engage with  
Community..

## Activities

- 4.1.1. Analyze the data by using suitable tools.
- 4.1.2. Analyze the problems and Create awareness.
- 4.1.3. Recommend and implement suitable solutions to the issues.

## 4.2 Pedagogy

### ● Observing the Community

I B.Sc. (Computer Science) students engaged in Service-Learning at Nidamanuru, briefed by Woman Police Rajitha. Identified community need for e-Literacy, conducted surveys on email, internet security, and UPI transactions.

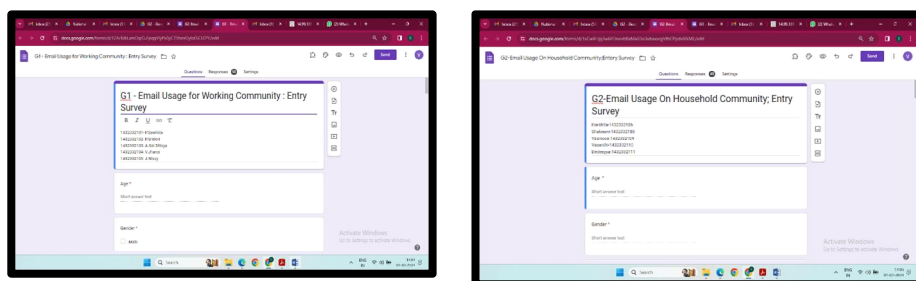
There were 27 students in Computer Science. So, they were divided into 6 groups and allotted 6 sub-topics:

1. Email usage for working community
2. Email usage for household community
3. Connecting Safely: Internet Security Education in Rural Areas for adults
4. Connecting Safely: Internet Security Education in Rural Areas for teenagers
5. Unveiling UPI Vulnerabilities: Safeguarding Digital Payments for adults
6. Unveiling UPI Vulnerabilities: Safeguarding Digital Payments for teenagers

### Group 1 and 2

#### Target group - Working and Household community in Ward 1, Nidamanuru

The community work carried out by Group 1 and 2 students focused on educating both the working community and household community about effective email usage. The initiative involved a systematic approach, beginning with observations during the first visit and progressing to a detailed questionnaire-based survey. Subsequently, the information collected was utilized to plan awareness activities, including chart representations, placard displays, and mobile demonstrations scheduled for December 7th and 8th 2023.



*Google Form for collecting the data through questionnaire after first visit*

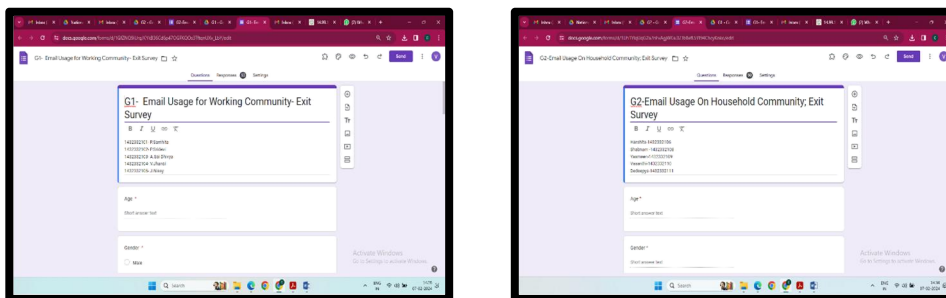
The questionnaire administered during the second visit covered various aspects of email usage, including the purpose of creating an email, frequency of checking emails, email usage, time spent on email for work or personal purposes, daily sending and receiving of emails, management of multiple emails for work, password change frequency, handling unknown emails, managing the inbox and addressing security issues in emails.

Based on the responses collected, Group 1 and 2 students developed a plan to address the identified needs of the community. They created charts and placards with creativity and presented them to the community, raising awareness about the importance of creating emails, efficient ways of checking mails, time management for email usage, handling multiple emails for work purposes, and ensuring security measures such as changing passwords frequently and avoiding clicking on unknown emails.



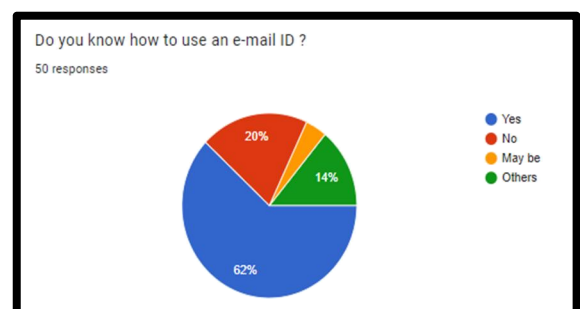
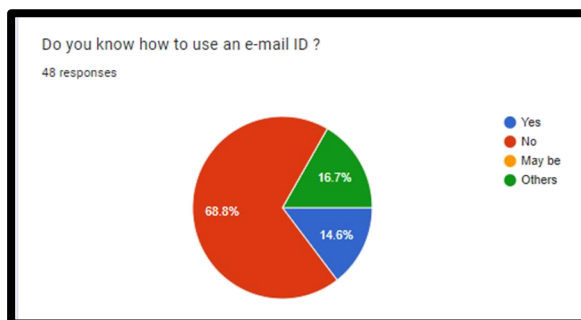
*Group1 and Group2 Students involved in conducting activities on 10-01-2024*

During the demonstrations using mobiles, students explained the process of sending and receiving emails, the risks of email hacking and insights into security issues. They discussed the pros and cons to ensure that the community understood the safe use of email through both explanation and practical demonstration.



*Google Form for exit survey questionnaire*

Feedback was collected from the community through an exit survey after the completion of activities. The results indicated a positive change in the community's email usage habits, particularly among the working and household communities. The impact of the initiative was evident in the exit survey feedback, indicating a significant improvement compared to the initial questionnaire responses.



*Pie chart representation to know the use of email in the community before and after conducting activities*



## Outcomes

- The majority of both the working community and household community benefited from the students' efforts, leading to a positive transformation in email usage practices.
- The success of the activities underscored the effectiveness of the students' engagement and educational approach in bringing about meaningful change within the community.

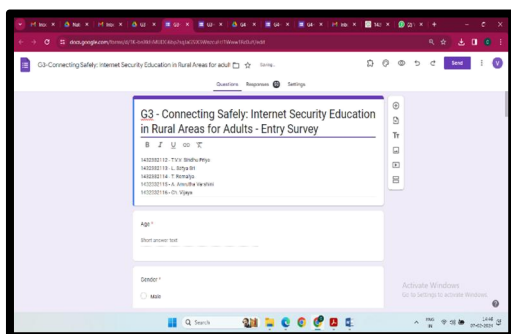
## Group 3 and 4

### Target group – Adults and Teenagers in Ward 1, Nidamanuru.

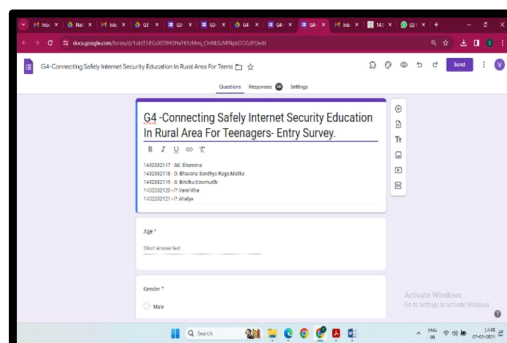
The activities conducted by Group 3 and 4 students focused on providing internet security education in rural areas for both adults and teenagers, emphasizing safe online practices. The initiative involved careful observations during the first visit and progressed to a detailed questionnaire-based survey from the second visit.

The questionnaire covered various aspects, including the purpose of internet use, understanding of security, awareness of online risks, caution regarding notifications and links, creating strong passwords, accessing online shopping websites securely, familiarity with public Wi-Fi networks, downloading Apps from unofficial sources, awareness of internet security, knowledge about firewalls, and understanding of cyberbullying and social media privacy settings.

Based on the responses gathered, Group 3 and 4 students devised a plan for activities, including chart representation, placard displays, and mobile demonstrations, scheduled for December 7th and 8th 2023.



The screenshot shows a Google Form interface on a computer screen. The title of the form is "G3 - Connecting Safely: Internet Security Education in Rural Areas for Adults - Entry Survey". Below the title, there are several questions and input fields, including "Age\*", "Gender\*", and "Misc". The form is displayed in a browser window with a purple header bar.



The screenshot shows a Google Form interface on a computer screen. The title of the form is "G4 - Connecting Safely Internet Security Education In Rural Area For Teenagers- Entry Survey". Below the title, there are several questions and input fields, including "Age\*", "Gender\*", and "Misc". The form is displayed in a browser window with a purple header bar.

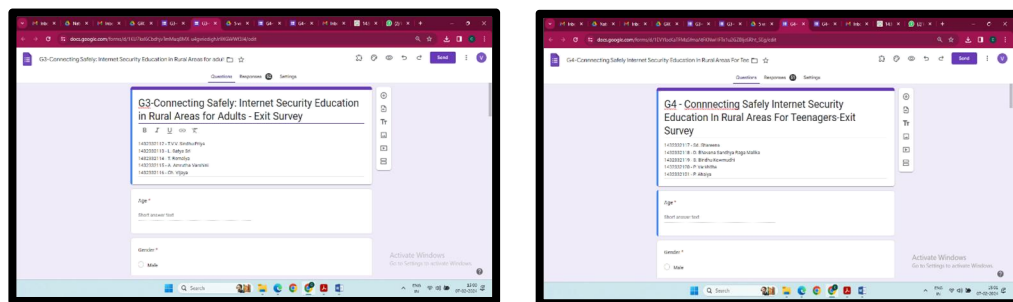
*Google Form for collecting the data through Questionnaire after first visit*



*Group 3 and Group 4 Students involved in conducting activities on 21-12-2023 & 10-01-2024*

The students creatively prepared the charts and placards, and presented them to the community raising awareness about safe internet security education. They focused on maintaining strong passwords, explaining the concept of security, cautioning against online risks, securing online purchases, using public Wi-Fi networks with passwords, avoiding downloading apps from unofficial sources, promoting awareness of internet security, providing information about firewalls, addressing cyberbullying and managing privacy settings on social media accounts.

During the mobile demonstrations, the students showed the community how to connect to the internet securely, explained potential risks and security issues, and discussed safe internet security education. They highlighted the importance of safe practices to ensure a secure online experience.



*Google Form for exit survey questionnaire*

Feedback was collected from the community through an exit survey after the completion of activities. The results indicated a drastic positive change in the community's understanding and practice of safe internet security in rural areas, particularly among adults and teenagers. The impact of the initiative was evident in the exit survey feedback, indicated a significant improvement compared to the initial questionnaire responses.

## **Outcomes**

- The majority of adults and teenagers in the community benefited from the students' efforts, leading to a positive transformation in internet security practices.
- The success of the activities underscored the effectiveness of the students' engagement and educational approach in promoting safe internet practices in rural areas.

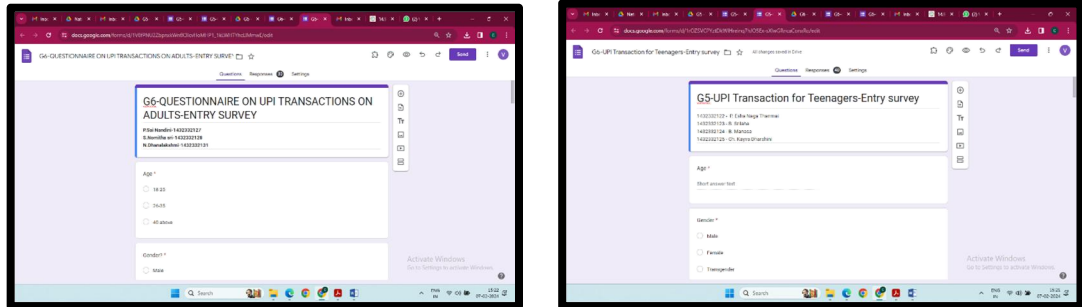
### **Group 5 and 6: Target group - Adults and Teenagers in Ward 1, Nidamanuru.**

The activities organized by Group 5 and 6 students focused on educating adults and teenagers about UPI transactions. The initiative involved a systematic approach, starting with observations during the first visit, followed by a questionnaire-based survey and ultimately culminating in awareness activities and demonstrations.

During the initial visit, students observed the community's situation and conditions. Subsequently, from the second visit, they administered a questionnaire and a Google form to gather detailed information on UPI and online transactions. The questions covered various aspects such as the use of UPI apps, change of MPIN, the primary purpose of UPI

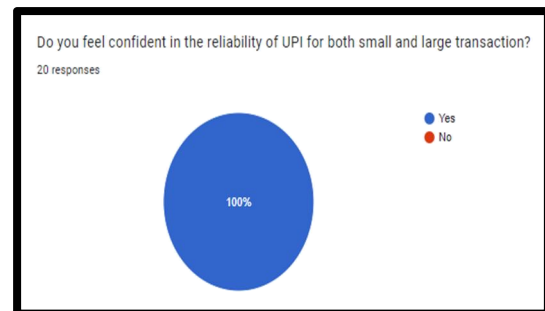
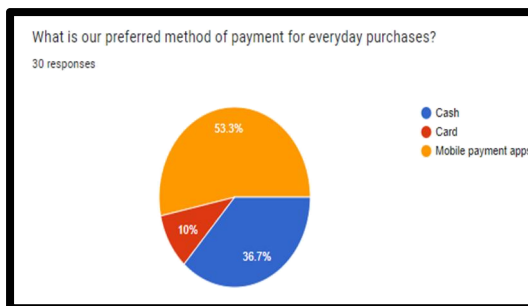
transactions, checking balances, technical and security issues, and the process of refund in case of transaction failures.

Based on the information collected, Group 5 and 6 students devised a plan for activities, including chart representations, placard displays, and mobile demonstrations. These activities were scheduled on December 7th and 8th, 2023, under the supervision of respective faculty members.



*Google Form for exit survey questionnaire*

The students' creativity was showcased through the preparation of charts and placards, and they actively engaged with the community to raise awareness about online and UPI transactions. They highlighted the importance of regularly changing PINs and explained the resolution process for technical and security issues. Additionally, students demonstrated the UPI transaction process on mobiles and provided guidance on transferring money without internet access.



*Pie chart representation to know about the UPI transactions in the community before and after conducting activities*



**ఇంటర్నెట్ వాడకాలపై స్టెల్లా కాలేజ్ విద్యార్థులు అవగాహన కార్యక్రమం...**  
**మేరీస్ స్టెల్లా కాలేజ్ డిగ్రీ విద్యార్థులు.. నిడమూసూరు ప్రజలకు కంప్యూటర్ సైన్స్ పై అవగాహన కార్యక్రమం**

విజయవాడ చట్టం ప్రతినిధి.. జనవరి 11

విజయవాడ మాదిస్ స్టెల్లా కళాశాలలో డిగ్రీ మొదటి సంవత్సరం చదువుతున్న విద్యార్థులు నిడమూసూరు గ్రామ పంచాయతీ పరిధిలో ఇంటర్నెట్ సెక్షన్లో, ఈ - మొయల్ వారకం మరియు యు పి ఐ - ఈ లావాదేవీల గురించి అవగాహన కార్యక్రమం నిర్వహించారు. ఈ కార్యక్రమంలో భాగంగా 13 సంవత్సరాల నుండి 70 సంవత్సరాల వయస్సు వారికి లాభ ప్రజెంటేషన్ మరియు డెమోస్ట్రేషన్ రూపంలో వివరించారు. ఈ " టెన్షన్ లెర్నింగ్" కార్యక్రమంలో అనేక మంది ఉత్సాహంగా పాల్గొని అభి పించారు. ఈ కార్యక్రమంలో కంప్యూటర్ సైన్స్ విభాగానికి చెందిన విద్యార్థి నలు మరియు అధ్యాపకులు పాల్గొన్నారు.



**ఉదయం**  
 జాతీయ తెలుగు దిన పత్రిక

**ఇంటర్నెట్ వాడకాలపై స్టెల్లా కాలేజ్ విద్యార్థులు అవగాహన కార్యక్రమం...**



నిడమూసూరు ప్రజలకు కంప్యూటర్ సైన్స్ పై అవగాహన కార్యక్రమం. ఈ కార్యక్రమంలో భాగంగా 13 సంవత్సరాల నుండి 70 సంవత్సరాల వయస్సు వారికి లాభ ప్రజెంటేషన్ మరియు డెమోస్ట్రేషన్ రూపంలో వివరించారు. ఈ " టెన్షన్ లెర్నింగ్" కార్యక్రమంలో అనేక మంది ఉత్సాహంగా పాల్గొని అభి పించారు. ఈ కార్యక్రమంలో కంప్యూటర్ సైన్స్ విభాగానికి చెందిన విద్యార్థి నలు మరియు అధ్యాపకులు పాల్గొన్నారు.

**ప్రజావర్తన**  
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డిగ్రీ విద్యార్థులు నిడమూసూరులో కార్యక్రమం  
 10/01/2024 2:06:44 AM

By: Komduri Srinivasa Rao



విజయవాడ చట్టం ప్రతినిధి.. విజయవాడ మాదిస్ స్టెల్లా కళాశాలలో డిగ్రీ మొదటి సంవత్సరం చదువుతున్న విద్యార్థులు నిడమూసూరు గ్రామ పంచాయతీ పరిధిలో ఇంటర్నెట్ సెక్షన్లో, ఈ - మొయల్ వారకం మరియు యు పి ఐ - ఈ లావాదేవీల గురించి అవగాహన కార్యక్రమం నిర్వహించారు. ఈ కార్యక్రమంలో భాగంగా 13 సంవత్సరాల నుండి 70 సంవత్సరాల వయస్సు వారికి లాభ ప్రజెంటేషన్ మరియు డెమోస్ట్రేషన్ రూపంలో వివరించారు. ఈ " టెన్షన్ లెర్నింగ్" కార్యక్రమంలో అనేక మంది ఉత్సాహంగా పాల్గొని అభి పించారు. ఈ కార్యక్రమంలో కంప్యూటర్ సైన్స్ విభాగానికి చెందిన విద్యార్థి నలు మరియు అధ్యాపకులు పాల్గొన్నారు.

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విజయవాడ (తెలుగు వేణం ప్రతినిధి) విజయవాడ మాదిస్ స్టెల్లా కళాశాలలో డిగ్రీ మొదటి సంవత్సరం చదువుతున్న విద్యార్థులు నిడమూసూరు గ్రామ పంచాయతీ పరిధిలో ఇంటర్నెట్ సెక్షన్లో, ఈ - మొయల్ వారకం మరియు యు పి ఐ - ఈ లావాదేవీల గురించి అవగాహన కార్యక్రమం నిర్వహించారు. ఈ కార్యక్రమంలో భాగంగా 13 సంవత్సరాల నుండి 70 సంవత్సరాల వయస్సు వారికి లాభ ప్రజెంటేషన్ మరియు డెమోస్ట్రేషన్ రూపంలో వివరించారు. ఈ " టెన్షన్ లెర్నింగ్" కార్యక్రమంలో అనేక మంది ఉత్సాహంగా పాల్గొని అభి పించారు. ఈ కార్యక్రమంలో కంప్యూటర్ సైన్స్ విభాగానికి చెందిన విద్యార్థి నలు మరియు అధ్యాపకులు పాల్గొన్నారు.

Group 5 and Group 6 Students involved in conducting activities on 21-12-2023 & 10-01-2024  
 Paper clippings Link: <https://prajavartha.com/latest-news/69753/2024/>

**Outcomes**

- The community experienced a notable improvement in the safe use of UPI transactions, particularly among adults and teenagers.

**5. Challenges faced**

- During initial visits, the majority of the community declined to participate in the questionnaire and to share their experiences.
- In the household community, a few are uneducated and expressed difficulty in operating smartphones.
- During the activities, a few teenagers have shown disinterest.

Based on the challenges faced, students have overcome these obstacles and maintained a strong focus on community improvement. Despite initial reluctance from the majority of community members to participate in the questionnaire, limited education and

technological difficulties among some households, and occasional disinterest from a few teenagers during activities, the students have persevered and focussed their efforts on enhancing e-Literacy.

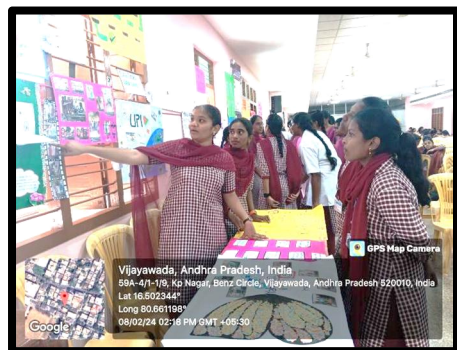
## 6. Reflections

### 6.1. Students' Experiences and Views

- Working with the Nidamanuru community fostered communication and empathy skills through meaningful community interactions.
- Patiently building trust enabled to overcome initial reluctance, paving the way for impactful engagements.
- Succeeded in raising awareness on email usage, internet security, and safe transactions.

### 6.2. Open House Celebration

The college's open house celebration provided a platform for students to showcase their village community activities, fostering engagement and collaboration. Students presented diverse projects, including e-mail, Internet, and economic initiatives, demonstrated impact through presentations, posters, and interactive sessions. The event strengthened ties with the community and inspired social responsibility among students.



### 7.3. Outcomes

The service learning project on “e-Literacy” resulted in the following outcomes.

- Increased awareness led to responsible email usage.
- Improved internet security awareness promoted safer online practices.
- Enhanced understanding, and ensured secure UPI transactions.

#### Annexures

Need based questionnaires

Group 1: <https://forms.gle/jE4B13Cmvaa2JmrB9>

Group 2: <https://forms.gle/gj4VNex72urmoz5T7>

Group 3: <https://forms.gle/twuz3cGrPKmJdVVk8>

Group 4: <https://forms.gle/ufL45gqNxQqVzSoz6>

Group 5: <https://forms.gle/L4iMFnYS1TNTwFmS6>

Group 6: <https://forms.gle/YePugCfsd4YLv4Bh6>

Exit Survey questionnaires

Group 1: <https://forms.gle/vfJLh3LkBePSs6ij8>

Group 2: <https://forms.gle/SEW2ugCgDfcryB5w6>

Group 3: <https://forms.gle/9yq7UsVY88y7kduv9>

Group 4: <https://forms.gle/sPUX7jvxw2FfgJwq7>

Group 5: <https://forms.gle/zdSyEgGq8igNEu1f8>

Group 6: <https://forms.gle/J5Td6sHNi1CwiKmH8>

## APPENDIX 13



**Dr. ILLA RAVI** M.A., M.Phil., Ph.D.  
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**Dr. LAKIREDDY HANIMIREDDY**  
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Website: <http://gdcmylavaram.ac.in/t>

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## EVALUATION REPORT

by

**Dr. Illa Ravi**

Principal

**Dr. LHR Govt. Degree College**

**Mylavaram**

**Project Title:** Towards Transformed and Emancipated Communities through 'Whole Person Education': From Pedagogy to Praxis

### **Introduction:**

The Two-year Project titled "Towards Transformed and Emancipated Communities through 'Whole Person Education': From Pedagogy to Praxis" embarked on a journey to revolutionize education by integrating service learning into the curriculum. The project aimed to enhance students' holistic development, foster community engagement, and instill a sense of social responsibility. This evaluation report assesses the project's achievements, challenges, and overall impact.

### **Project Goals and Objectives:**

The project's goals centered on formulating and implementing a service learning-based curriculum, enhancing life skills among students, and preparing them to become socially responsible individuals. The objectives aimed at equipping faculty with necessary skills, improving learning outcomes, documenting academic achievements, fostering lifelong commitment to social responsibility, and establishing collaborations with NGOs.

### **Implementation:**

The project meticulously executed its plan by organizing workshops for faculty and students, facilitating visits to esteemed colleges and universities renowned for their service-learning initiatives, and conducting a pilot study in Nidamanur village and surrounding areas. The integration of service learning into the curriculum, with a focus on community service in Nidamanur village, was a significant milestone. Allocating credits for student participation incentivized engagement and ensured sustainability.

### **Achievements:**

The project's impact is commendable. Over 500 students and 700 community members benefited directly, indicating widespread engagement and outreach. The workshops provided valuable insights and strategies for implementing service learning effectively. The pilot study laid the foundation for meaningful community engagement, and the integration of service learning into the curriculum reflects a commitment to holistic education. The establishment of partnerships with NGOs further enhances the project's sustainability and scalability.

**Challenges and Opportunities:**

Despite its successes, the project faced challenges such as resource constraints, logistical issues, and the need for ongoing faculty training. However, these challenges also present opportunities for growth and improvement. Securing additional resources, streamlining logistical processes, and investing in continuous professional development for faculty can further enhance the project's impact and sustainability.

**Conclusion:**

In conclusion, the Two-year Project on 'Whole Person Education' has made significant strides towards its goals of fostering community engagement, enhancing student development, and promoting social responsibility. The integration of service learning into the curriculum and the establishment of partnerships with NGOs demonstrate a commitment to sustainable change. Moving forward, addressing challenges and capitalizing on opportunities will be essential for ensuring the project's continued success and long-term impact.

**Recommendations:**

- Secure additional resources to support project activities and expansion.
- Strengthen logistical processes to streamline project implementation.
- Invest in ongoing faculty training and professional development.
- Foster collaboration with stakeholders to enhance community engagement and sustainability.
- Continuously monitor and evaluate the project's impact to inform future initiatives and improvements.

  
PRINCIPAL  
Dr. I.H.P. Govt. Degree College  
MYLAVARAM





# Murali Krishna Trust

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**Evaluation Report by Dr. Venkataswamy Rajarapu, Director, Murali Krishna Trust**

**Project Title: Towards Transformed and Emancipated Communities through 'Whole Person Education'**

**Executive Summary:**

This report summarizes the independent evaluation of the "Towards Transformed and Emancipated Communities through 'Whole Person Education': From Pedagogy to Praxis" project at Maris Stella College. The evaluation aimed to assess the project's achievements, implementation process, and sustainability while evaluating management, staff capacity, local linkages, and influence.

**Methodology:**

The evaluator employed qualitative methods, including interactive sessions with students, faculty, and management and document review. The evaluation focused on understanding and describing the project's impact through triangulation of evidence from various sources.

**Findings:**

**Project Achievements:**

- The project successfully trained 45 faculty members on service-learning pedagogy using Andrew Furco's rubric.
- Twelve pilot service-learning courses were designed and implemented, followed by the development and curriculum integration of fifteen additional courses.
- The project fostered a culture of service-learning within the college, aligning with the institution's core values of holistic growth and social engagement.
- Students reported positive learning experiences through "learning by doing" and connecting theory with practice.

**Implementation Process:**

- The college provided effective support and guidance to faculty for curriculum design and implementation.
- Staff capacity building through workshops and training programs facilitated smooth program deployment.
- Collaboration and exposure visits to other institutions enriched the project's development.

**Sustainability:**

- The project successfully integrated service-learning into the curriculum, suggesting potential for sustainability.
- However, the report lacks details on specific strategies for long-term program sustenance beyond the project period.

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**Administrative Office: D.No: 56-10-53, Income Tax Colony, Patamata, Auto Nagar, Vijayawada – 520010, Andhra Pradesh, India. Ph: +91 8790943344, +91 7893813344.**

Email : [info@mkt-street2school.org](mailto:info@mkt-street2school.org) Website : <https://mkt-street2school.org/>

Regd. Office: H.No: 16-2-51, Beside S2 Cinema Hall, Pogathota, Nellore – 524001, Andhra Pradesh, India.

**Management, Systems, and Staff Capacity:**

- The college demonstrated effective leadership and management in supporting the project's implementation.
- Staff capacity building efforts appear impactful, as evidenced by faculty successfully designing and implementing service-learning courses.

**Local Linkages and Influence:**

- The report mentions the project's collaboration with NGOs, indicating potential for future partnerships and broader community impact.
- Further details on the scope and nature of these collaborations would be beneficial for a comprehensive evaluation.

Overall, the project demonstrates significant achievements in establishing a service-learning program at Maris Stella College. The project aligns well with the college's mission and fosters valuable learning experiences for students and faculty. Addressing the identified areas for improvement, such as a detailed sustainability plan and information on local partnerships, would further strengthen the project's impact and long-term success.

**Recommendations:**

- Develop a comprehensive plan outlining long-term strategies for the sustainability of service-learning pedagogy beyond the project period.
- Further investigate and document the nature and impact of collaborations with NGOs and other local organizations.
- Consider conducting longitudinal studies to track the project's long-term impact on student learning outcomes, community development, and faculty practices.

Dr. Venkataswamy Rajarapu PhD  
Director  
Murah Krishna Trust



## **Evaluation Report by Prof. Saraswati Raju Iyer**

Professor of Sociology & Social Work

Coordinator, Centre for Community Social Responsibility,

Coordinator, UGC-SWAYAM,

Acharya Nagarjuna University, Nagarjuna Nagar, Guntur -522510, Andhra Pradesh, India

**Project Title:** Towards Transformed and Emancipated Communities through 'Whole Person Education'

### **Project Summary:**

This two-year project aimed to equip students with life skills and foster a sense of social responsibility through "Whole Person Education," a service-learning approach that emphasizes intellectual, spiritual, and ethical development alongside community engagement. The project focused on faculty training, student workshops, community collaboration through a pilot study, and curriculum integration of service-learning courses and execution of the same in Nidamanur village.

### **Strengths:**

**Holistic approach:** The project encompasses various dimensions of student development, addressing both academic and personal growth through service-learning. It addressed various aspects of "Whole Person Education" through workshops, community engagement, and curriculum integration.

**Capacity building:** Training faculty in service-learning pedagogy and implementation skills lays the foundation for long-term program sustainability.

**Community-driven learning:** The pilot study and curriculum integration in Nidamanur village demonstrate a commitment to addressing local needs and fostering meaningful community partnerships.

**Collaboration potential:** Network building with village administrative staff and NGOs create potential for future research and community development partnerships.

### **Areas for further development:**

**Evaluation methodology:** While the report mentions the number of beneficiaries, a detailed description of the evaluation methodology used to assess the project's impact on student learning outcomes, community development, and faculty practices would strengthen the report.

**Outcomes beyond numbers:** While the report includes a quantitative measure of reach, a more nuanced analysis of the project's qualitative impact (e.g., student skill development, community engagement experiences) would provide deeper insights.

**Sustainability beyond funding:** The report mentions faculty training, but it would be beneficial to understand how the project plans to ensure the long-term integration and sustainability of service-learning beyond the initial project period.

Overall, the project demonstrates promise in utilizing service-learning to promote student development and community engagement. By addressing the areas for further development, the project's impact and long-term sustainability can be significantly enhanced.

**Recommendations:**

- Conduct a mixed-methods evaluation using both quantitative and qualitative data collection methods to assess the project's comprehensive impact.
- Develop a long-term plan to ensure the continued integration and sustainability of service-learning pedagogy within the curriculum after project completion.
- Conduct and share case studies showcasing student experiences and community engagement outcomes to illustrate the project's social impact.
- Disseminate project findings through publications, presentations, or workshops to share best practices with other institutions.
- Conduct a follow-up study to assess the project's longer-term impact on students, faculty, and the community.



## R5\_Report Endorsement Form

*(The project should be endorsed by the head or other senior administrators of the institution with responsibility for overseeing the proposed project. Should you have any concerns on the endorsement, please consult the individual responsible for your region.)*

To: Dr. Angela Wai Ching Wong  
Vice President for Programs  
United Board for Christian Higher Education in Asia

Dear Dr. Wong,

[Maris Stella College] would like to submit the report (s) in both narrative and financial form for the project(s) titled:

1. [Towards Transformed and Emancipated Communities through 'Whole Person Education': From Pedagogy to Praxis]

.....

Yours sincerely,

Signature:

Name: Dr. Sr. Kulrekha Mudartha

Position: Principal

PRINCIPAL  
i/c  
MARIS STELLA COLLEGE  
VIJAYAWADA-520 008

Date: 28.02.2024