LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK (LOCF) FOR UNDERGRADUATE PROGRAMMES

DEPARTMENT OF SERVICE LEARNING

LOYOLA COLLEGE (AUTONOMOUS)
CHENNAI 600034

PREFACE

Department of Service Learning was established in the year 2001 with the Ignatian pedagogy of neighborhood development. This program aims at forming men and women for others and with others for creating a better society. University Grant commission states that extension is the third dimension of Higher education and Loyola College offers this program through the department of Service Learning (outreach). While inside the campus, Loyola sharpens the minds of the students through curricular activities, outside the campus, it seasons the hearts of the students through service learning as Co-curricular activity. It is a novel step in the Jesuit Higher Education for promoting a value-based fraternity, equality, justice and a violence-free society.

The learning outcomes-based curriculum framework for Service Learning is designed to cater to the needs of students to get involved themselves in serving the neighborhood communities. The framework is expected to direct the students who enter in to Loyola portal to maintain the standard of Service-Learning program across the country by reviewing and revising a broad framework of expected graduate attributes, qualification descriptors, program learning and course level learning outcomes.

The learning outcomes-based approach to curriculum planning intends to deliver in terms of concepts and understanding the stalk realities of the urban poor living in habitats. Having a hands-on experience in the urban communities, every student is made to critically understand the various dimensions of society and develop critical consciousness. On the one hand, it affirms the academic excellence through learning within the classrooms and on the other hand, it creates human excellence through the service learning programs.

Students are expected to introspect into one-self of the various gifts and blessings and in turn to serve the needy with compassion, commitment and creative interventions. It will form and transform the outlook about the social realities and leave a positive impact on oneself and pave a trajectory for empowering the disadvantaged sections in the society to lead a dignified life.

"Helping one person might not change the whole world, but it could change the world for one person. It's not how much you do but how much love you put into what you do, that counts." Let your light shine!!

CONTENTS

VISION AND MISSION OF LOYOLA COLLEGE

VISION

Towards holistic formation of youth, grounded in excellence, through accompaniment to serve the humanity.

MISSION

- To provide inclusive education through an integral and holistic formative pedagogy.
- To promote skills those prepare them for the future.
- To kindle in young minds, the spirit of social and environmental justice with a blend of academic excellence and empathy.
- To stimulate critical and conscientious scholarship leading to meaningful and innovative human Capital.

CORE VALUES

- Cura Personalis
- Pursuit of Excellence
- Moral Rectitude
- Social Equity
- Fostering solidarity
- Global Vision
- Spiritual Quotient

VISION AND MISSION OF THE DEPARTMENT

VISION

To make the students Socially Responsible Citizens who are sensitive to the needs of disadvantaged sections.

MISSION

To create a society with committed youth to promote Education, Health and Environment for the Less Privileged.

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

PEO 1	**PROFESSIONAL SKILL DEVELOPMENT** To impart professional skills and knowledge to the students in science, arts, humanities and languages and to make them socially responsible and prudent citizens.
PEO 2	**CORE COMPETENCY DEVELOPMENT** To train and enhance the core competencies in the chosen area of specialization and to provide access to quality education through modern tools and techniques.
PEO 3	**GLOBALLY RELEVANT CURRICULUM** To constantly strive to innovate, revise, update and upgrade the curriculum and teaching methodologies to cater to the needs of the students and to make the teaching and learning relevant to the global context.
PEO 4	**ENVIRONMENT AND SUSTAINABILITY** To integrate social responsibility, concern towards the environment and sustainable development into the curriculum of all disciplines and specializations**.**
PEO 5	**PROFESSIONALISM AND ETHICS** To prioritize experiential learning through specialized and customized training and to insist upon the importance of soft skills for a better career, holistic development, professional attitude, ethics, teamwork, social responsibility, accountability and multidisciplinary approach.
PEO 6	**LEARNING ENVIRONMENT** To provide access to students preferentially the underprivileged an academic environment which is conducive to academic excellence, the urge of discovery, creativity, inventiveness, leadership and life-long learning.

PROGRAMME OUTCOMES (POs)

PO 1	**DISCIPLINARY KNOWLEDGE** Students will apply the practical knowledge, acquired in urban poor community in real life situations and work environment. They will internalize the importance of community service that will enable them to become socially responsible**.**
PO 2	**EFFECTIVE COMMUNICATION** Students will enhance their communication skills as they interact with the community, such as listening and speaking, which will help in expressing ideas and views clearly and effectively.
PO 3	**PROFESSIONALISM AND ETHICS** Students will demonstrate the core competencies of their discipline through Analytical reasoning, Problem-solving, Cooperation/Teamwork, and Reflective thinking and will emerge as dedicated leaders and administrators who have concern for the poor**.**
PO 4	**SOCIAL SKILLS** Students will imbibe moral and social values in personal and social life leading to highly cultured and civilized personality and not being prejudiced by gender, age, caste, religion, or nationality and use education as a tool for the emancipation and empowerment of humanity.
PO 5	**ENVIRONMENT AND SUSTAINABILITY** Students will understand socio-economic and political issues and will contribute their might towards the betterment of the environment and sustainable growth**.**
PO 6	**NATIONAL INTEGRATION** Students will showcase moral and ethical awareness/reasoning, Leadership readiness/qualities and Multicultural competence and diversity and become competent, committed, conscious, creative, and compassionate men and women for others**.**

PROGRAM SPECIFIC OUTCOME (PSOs)

PSO 1	To Acquire Knowledge about the urban poor and to understand their life situations.
PSO 2	To understand the different structures existing in the urban community.
PSO 3	To realize the complexity of social issues and to address their welfare needs.
PSO 4	To bring an attitudinal change and to play an active role in the community.
PSO5	To perform community programs in order to transform the life of the disadvantaged.
PSO 6	To Acquire Social Skills and to become a socially Responsible citizen in the Nation building.

COURSE DESCRIPTOR

Course Title	Community Service (UG)
Course Code	CC 5009
Credits	2
Total Hours	90 hours
Category	ORA
Semester	III & IV
Regulation	2019

Course Overview
1. Department of Service Learning aims at forming men and women for others and withothers for a better society.
2. Service Learning is the third dimension of Higher Education in Loyola College, and it endeavors to train the college students for their attitudinal change.
3. It is a novel step in Jesuit Higher Education for promoting a value-based fraternity which emphasizes equality, justice and a violence-free society.
4. Having a hands-on experience in the rural and urban communities, every student is made to critically understand the various dimensions of society and develop critical consciousness.

Course Objectives
1. To enable the students to learn their social responsibility through Service Learning
2. To provide an exposure to the intervention areas (slums) and to reflect on the possible ways of development in the community.
3. To learn the living experience of community and to create opportunities that would empower them.
4. Institutions and individuals realize their duties towards serving the neighborhood communities.

SYLLABUS

Unit	Content	Hours	COS	Cognitive Level
I	**Defining the Urban Poor** Introduction to Service Learning (SL)-Concept-History & Dynamics of SL through Common, Classroom & Thematic Orientation. Understanding the Urban Poor. Understanding the process of Urbanization-Urban Social Problems-Slums, Types of Slums- Urban Poor-Understanding Urban Power Structure and identifying the resources of the community (Community Mapping) and Modules for the community Service.	15	CO1 & CO2	K1 & K2
II	**Rapport and Networking** Establishing Rapport with the community/stakeholders and partners in Development, Networking with NGOs-Civil Society Organizations-CBOs and Government Departments – Slum Clearance Board-Corporation of Chennai (Zone – 5, 8, 9, 10 & 13)-Social Defense-Taluk office-Social welfare board-Nationalized banks-Women Development Corporation & other departments. Identifying groups in the community such as women-children-youth-elders and persons with disabilities-Equipping with the skills to address issues such as Education, health, sanitation, Environment & livelihood issues.	20	CO2	K1 & K2
III	**Program Planning and Implementation** Community Program Planning: Orientation on community program – Event process (Identifying the issues, Need based analysis on specific issues, Invitation, Pamphlets, Inviting participants, Content designing, identifying & Selection of tools, venue arrangements, tapping the resources and etc). Identifying the stakeholders (hospitals, Civil Society Organizations) – Budgeting Communication / liasoning (among learners, with community, support of experts / guests) and follow-ups - Implementation of the planned activity, reporting, reflection. Awareness / advocacy for an issue identified and build capacity to carry out that awareness and advocacy programme.	20	CO2 CO3	K3 K4 K6

IV	**Community Learning - Application of academic knowledge through service learning activities.** Basic English – Importance of Education – Child rights - – Special Coaching – Easy English to all – basic computer skill – Communication skill - Govt. Schemes – Alcoholism and substance addiction – Pros and cons of Social Media - Understanding various schemes related to urban poor - Creating livelihood opportunities – Basic App (in mobile). Saving Schemes - Govt. Schemes (women belonged to marginalized) – Rights of Women, children and others –marketing - Entrepreneurial skills & Schemes - Creating livelihood opportunities – Access to digital money (ATM, E-corner etc.,). Rights of Elders and Persons with disabilities – Understanding various schemes related to social security schemes. Self - Hygiene - Testing the purity of water - Safe drinking water - Environmental degradation - Communicable and non-communicable diseases - Alcoholism and substance abuse – Addiction – Healthy food habits – health fitness – Waste management - Documentary of social issues.	25	CO2 CO3 CO4	K3 K4 K6
V	**Assessment and Evaluation** Attendance (Regularity and their involvement in special programmes and activities are the means of assessment and evaluation-Credit (2 credits) for this paper requires full attendance in the field. Two evaluations will be conducted, one at the end of the semester and the final at the end of the program / course. -Feedback at the class level (a week before the end of the semester)-Evaluation at the group / Sector level (a week before the end of the semester)-Personal feedback (through a structured questionnaire prepared by the Department of Service Learning).	10	CO4 CO5	K5 K6

COURSE OUTCOME (COs)

	COURSE OUTCOMES (COS)	COGNITIVE LEVEL
CO 1	To Define the urban poverty and to identify the resources in the community.	**K1, K2**
CO 2	To Establish Rapport in the urban poor community.	**K3**
CO 3	To Realize various social issues and to respond through various community programs.	**K4**
CO 4	To Analyze the Socio-Economic condition of the community and to apply the Academic knowledge.	**K5**
CO 5	To Evaluate the involvement of the students and to know the skills acquired through the Service Learning Programs	**K6**