



**A STUDY ON INCULCATING SOCIAL RESPONSIBILITY
AMONG THE COLLEGE STUDENTS**

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Abstract

The new education policy (nep), in its fundamental principles, enumerates about no rigid boundaries between curricular and extra-curricular activities. A holistic education based on human values like respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice, respect for diversity and respect for the local context in all curriculum, pedagogy....etc. It is a coincidence that the vision of loyola college almost matches with the vision of naac spelled out in seven criteria. Loyola degree college (ysrr) envisages providing quality higher education to the neighborhood of this rural, economically and socially underprivileged area- to prepare students to be leaders in all walks of life with competence, conscience and compassionate commitment. In this context, we discuss about moulding of college students with social responsibility. Youth is full of energy. Energetic youth can spend his/her energy either in constructive or destructive ways. It depends on the way they are trained to do. 'catch them young and teach them' was the motto of st. Ignatius of loyola. The educational institutions run by loyola group insist on the integral formation of youth. Education must be seen as character formation rather than acquiring information/ rote learning.

Key words: *introduction, objectives, methodology, naac/core values, state and central government programmes, co-curricular/ extracurricular activities in loyola college, conclusion.*

Introuction

Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity etc. And in inculcating values and commitment to society. Affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices or goals of the organization leads to mutual benefit to both the parties. The processes and strategies inherent in such activities relevantly sensitize students to the social issues and contexts. Sustainable practices of the institution leading to superior performance results in successful outcomes in terms of generating knowledge useful for the learner as well as the community. Extension also is the aspect of education which emphasizes community services. These are often integrated with curricula as extended opportunities, intended to help, serve, reflect and learn. The curriculum-extension interface has an educational value, especially in rural india. In a

college every student has a unique personality which develops over the course of the academic years until he or she becomes an adult. More than what is taught in the classroom, students learns from interpersonal interactions with other students in the college as well as their teachers. However, among the majority, there is a fraction of students who are unable to cope with their social environment and may display symptoms of anti-social behavior. In such cases, timely detection and intervention can help in managing the student behavioral issues.

Objectives

1. To understand the naac vision on higher education and state & central government programs in the college campus.
2. To know the significance of loyola degree college (ysrr), pulivendula different social service activities in their campus among the students.
3. This paper main aim to the role of loyola degree college (ysrr), pulivendula introduce the activities for the students to convert the mindset into social service activities

Methodology

The present study based on primary data from Loyola Degree College (YSRR), Pulivendula with a view to identifying the changes on student behavior to introduced social service activities in the college campus.

Naac / core values

In 1994, the university grants commission (UGC) established national assessment and accreditation council (NAAC) to evaluate the higher educational institutions. The NAAC's vision is "to make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiative" the accreditation of NAAC is based on five core values:

1. Contributing to national development
2. fostering global competencies among students
3. inculcating a value system among students
4. Promoting the use of technology
5. Quest for excellence.

To make the evaluation more objective, it made a paradigm shift in 2017 by making it ICT enabled (70% system generated scores) and peer team evaluation 30% (earlier the peer team evaluation was 100%). NAAC's main focus is quality initiatives, quality sustenance and quality enhancement. Therefore, it introduced quality indicator frame work (QIF). The seven criteria serve as basis for assessment of HEIs. They are:

1. Curricular aspects
2. Teaching-learning and evaluation
3. Research, innovations and extension
4. Infrastructure and learning resources
5. Student support and progression
6. Governance, leadership and management
7. Institutional values and best practices

In the third criterion research, innovations and extension, it speaks extension activities to sensitize the students to social issues. These activities are aimed to produce knowledge useful both for students and the community.

State and central government programmes in the college campus

From 2014, the government of India is insisting on "Swachha Bharath Mission (SBM)" both within the campus and in the neighborhood areas. Our college continues this programme under the heading "Clean and Green" from 1993 onwards. The Andhra Pradesh State Council for Higher Education (APSCHE) has introduced 'community services' as a part of internship programme during the first year summer vacation. The industries and companies are directed to have 'Corporate Social Responsibility' (CSR) to be aware of their impact on the society and environment.

Co-curricular/ extracurricular activities in Loyola College for strengthen the students learning process

Co-curricular and extra-curricular activities are designed to strengthen the learning process in addition to class room teaching. The normal co-curricular/ extracurricular activities which are carried out in an institution through the following wings:

1. National cadet corps (NCC)
2. National service scheme (NSS)
3. Scout
4. Youth Red Cross Society
5. Women empowerment cell
6. Loyola literacy programme (LLP)
7. Loyola awareness/cultural team (LACT)
8. Loyola student gathering every month for social service (**LS GEMS**)

At the initial stage, students were unwilling and resisting to do work. Vice-principal himself took the initiative and started working. A sense of fear made them work. When that initial batch was out, the new comers entered with the idea that they had to contribute their mite in the form maintaining the greenery. After six years, it got inculcated in their mind so much so they started informing the juniors about maintaining the trees on the campus. There were about 13 combinations of arts and science streams. For three years it was 39 sections. There are about 25 working days in a month. Hence, one section per day would result in coming out for work once in 45 days! From their part, it is very small but the change in attitude was very much. They enjoy the fruits of their hard work – clean campus to walk around, to recreate under the trees where they cleaned. This 'change in the attitude in the campuses is extended to the neighborhood. The student's voluntary spirit is shown for Swachha Bharath programmes in villages. Normally, one feels shy to pick up the waste or clean the drainage but as a group they readily clean the drainages! (<https://youtu.be/febfbhclj6k>; [https://youtu.be/w4xpj8eslwg ...etc](https://youtu.be/w4xpj8eslwg...etc)). This college received award for nursery raising and cleaning in 2000. In 2006, the forest department brought out a brochure the success story of greening the hillock and released it through then chief minister Sri. Y.S. Raja Sekhar Reddy.

National cadet corps (NCC) and national service scheme (NSS)

The NCC and NSS students, other than the assigned schedule/camp, are taken to villages for Swachha Bharath. The surrounding villagers taken by their hard work and responsible behavior. When lock down was announced and everybody

had the fear of coming out during the first phase of covid-19, our ncc, nss and scout volunteered to divert the traffic from forbidden zones and to help the local officials in carrying out the standard operating procedures (sop) in the market places. When 'mahatma gandhi national council for rural education requested 'each one reach one community engagement services' through on-line, our staff and students physically carried out 'best the covid campaign'. The temple authorities in the town as well as in the surrounding villages make personal request to send ncc, nss and scout volunteers to help in conducting the festivals. These college students won the trust of the public and keep service motif as their hall mark.

Loyola literacy programme (llp)

Literacy programme is one of the extension programmes introduced by the college. The objective of this programme is "learn to teach and teach to learn". In tune with the vision of loyola degree college (ysrr), it is to make the students conscious of their social obligation. It provides an opportunity for the volunteers to "learn by doing". This also gives them a sense of satisfaction and belonging. It is really a challenge to college students to sacrifice their time, energy and skills for the welfare of others. Hence, their voluntary spirit is tested in their planning and regularity. Freely they choose this voluntary service and enjoy the satisfaction of helping poor and needy children. This extension programme offers an opportunity for self-evaluation of the volunteers. Often they express the children's stubborn and unresponsive attitude. They learn how to handle the children of different temperaments. They also become aware of their capacity in teaching.

Loyola awareness / cultural team (lact)

Loyola awareness/cultural team (lact) is another innovative social service to promote awareness at different levels in rural people and to set an example to school going children. This team is to tour different villages at regular intervals and to create awareness in different areas namely, girls' education, and consequences of faction and violence, health, green environment and against social evils. When small children look at the students and interact with them, their mind is filled with the idea of a college and higher studies. It remains as a background motivation to go for higher studies – which is not an easy task under normal teaching-learning process. Since most of the villagers are out for work during day time, this programme is timed in the evening. The lact team consisting of 10 girls and 10 boys leaves for a particular

village in the evening after the college hours. They return to college campus mostly after 10 p.m. Food has to be provided in the village itself. One of the villagers (usually the parent of college student or sarpanch) is requested to make the arrangements for food. For some villagers, it is a challenge to cook and provide food for 25 people. The team gets adapted to the meal provided. It is a beautiful moment as the people of different castes and places eating together. It is an experiential lesson to cut across the differences!

Loyola student gathering every month for social service (ls gems)

The inculcation of social service reached the climax when some girls came up with the idea of collecting some money every month from students and help the needy. Hence, we have loyola students gathering every month for social service (ls-gems). They go around identify those who are in dire need help them. They visit the hospitals and help the needy patients with bread and fruits. They found orphans and abandoned old people and provided those blankets. This clearly manifests the inculcated social responsibility!

Conclusion

Students learn to communicate in different ways and while some of them readily open up to their parents and teachers, others may be of a more reserved nature. It is therefore important on the part of the teacher as well as the parent to keep a close watch on their behavior. A relationship of feedback between a teacher and parents is a good way to keep tab on the student's progress, academically as well as behaviorally. On the other hand, when the students do something anti-social, develop a set of consequences that are the same every time like take away a favorite activity in college. In loyola degree college (ysrr), puivendula is taking a steps to convert the students mindset into social service activities for that the college principal rev. Fr. T. Amala arockia raj, s.j along with students doing different types of activities in and outside the campus. He strongly believes the field of education and some of the programs mean student's activities to reduce the prevalence and incidence of antisocial behaviors. So, in the college of loyola degree college (ysrr), pulivendula introduced different types of activities conducted by students under the guidance of the principal and lecturers.

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