

Social Responsibility Project Report

Submitted in Partial fulfillment of the requirement for the award of the

Degree of Bachelor of Business Administration

Christ University

By

Dharani P (1523554)

Megghana Gopi (1523559)

Tanmayi Ramaswamy (1523562)

Under the guidance of

Prof. Shabharisha N



Department of Management Studies

CHRIST UNIVERSITY

BENGALURU

2016-17

GUIDE CERTIFICATE

This is to certify that this report titled “**Social Responsibility Project**”, submitted to Christ University, Bengaluru, in partial fulfillment of the requirement for the award of the Degree of Bachelor of Business Administration, is a record of the original work carried out by Megghana Gopi(1523559), Dharani P(1523554), Tanmayi Ramaswamy(1523562) under my guidance and supervision.

Place: Bengaluru

Prof. Shabharisha N

Date:

DECLARATION

We declare that this report titled, “**Social Responsibility Project**”, is a record of bonafide project work carried out by us under the supervision of Prof. Shabharisha N, Class Coordinator, IV Semester BBA FIB Section-A, Department of Management Studies, Christ University, and Bengaluru.

We further declare that this has not previously formed the basis of the award of any degree, diploma or other similar title of recognition.

Megghana Gopi (1523559)

Dharani P (1523554)

Tanmayi Ramaswamy (1523562)

Place: Bengaluru

Date:

ACKNOWLEDGEMENT

We would like to express our profound gratitude to all those who have been instrumental in the preparation of this project report. We wish to place on record, our deep gratitude to our Class Coordinator Prof. Shabharisha N for his expert advice and help.

We would like to thank Dr. (Fr) Thomas C Mathew, Vice Chancellor and Dr. Jain Mathew, Head of the Management department for their support in completing this project.

We are deeply grateful to the School Principal, Kamarunisa Begum, Mr. Santosh Moore (Mantra4Change) and Ms. Jayasudha Rosevelt(Mantra4Change), Bangalore, for the co-operation extended by his team for us to help connect with the objective of Social Responsibility and furnishing the required information.

Lastly, we would like to thank God, our parents and friends for their constant help and support.

Dharani P - 1523554

Megghana Gopi- 1523559

Tanmayi R- 1523562

Chapter	Particulars	Pg. No
Chapter 1	Introduction	
	● Introduction to Social Responsibility	1
	● Objectives of Social Responsibility	3
	● Introduction to CSR	7
Chapter 2	Introduction to the School (Profile)	12
Chapter 3	Daily Activities	
	● Report of daily activities	20
Chapter 4	Learning Outcome	23
Chapter 5	Village Exposure Report	35
Chapter 6	Annexure	
	□ References	45
	□ Photographs	46

Table of Contents

WHAT IS SOCIAL RESPONSIBILITY?

A socially responsible person, organization or entity acts to positively impact society. Being sensitive to the things around them and performing ethically is what a socially responsible body does. This ideology applies not only in business and economy but to all. Being socially responsible can be done in little ways such as avoiding harmful acts or doing things that will benefit other people. A person can be socially responsible by engaging in activities that is aimed toward the improvement of the community where he is residing. Participating in programs that help solve issues and problems concerning the environment is also one way of being socially responsible. Donating and volunteering to organizations that are doing programs for the improvement of the community is also a simple example of individual social responsibility.

In the field of business, it is called corporate social responsibility. The actions done by corporations can largely affect the society and the careless decisions that they make can negatively impact the lives of the people surrounding them. This is why corporate social responsibility was formed. CSR or corporate social responsibility is about performing business that will help improve the quality of life of the employees and contribute positively to the economy of the country. A socially responsible corporation is able to function and do business while contributing in the development of the society and the people in the company. The institution makes decisions not only thinking about the gain of the company but also taking into consideration its impact to the people and their valued customers and employees. An example of corporate social responsibility is not increasing the prices of the products they are selling even if it's beneficial to company. This will prevent inflation and benefit their customers. Another is, to help reduce poverty rate in the community, the company hires poor people even though they are under qualified for the positions. Knowing what social responsibility is important for every business and corporations. There are so many ways to help the society. Educating the people and communities and offering them livelihood program is one example. Preventing damage caused by the corporations wastes to the community by recycling it and making a department or plant necessary for the recycling process, is also an example. This way both parties are benefitted, wherein the people in the community are put into danger while the company is also earning from there recycled products. Researches performed by corporations are also examples of social responsibility.

OBJECTIVES OF SOCIAL RESPONSIBILITY

1. Best Interest of Business to Promote and Improve the Communities

Organizations, as member of society, have a moral obligation to help society deal with its problems and to contribute to its welfare. It is the ethical thing to do by the business organizations. A measurement should be made of whether the organization is performing such activities as producing goods and services that people need, creating jobs for society, paying fair wages, and ensuring work safety. People and organization need each other. Social responsibility to employees extends beyond terms and conditions of the formal contract of employment and gives recognition to the workers as a human being. People today have wider expectations of the quality of working life; included justice is treatment, opportunities for consultation and participation, training in new skill and technologies, effective personal and industrial relations policies, and provision of social and leisure facilities. Organizational should be, for example, give due consideration to the design of work organization and job satisfaction, make very reasonable effort to give security of employment and provide employment opportunities for minority groups.

A number of leading companies have taken steps to develop more ethical cultures and system by involving individual employees in corporate affairs. To provide or support some benefits to the workers will lead to good communities in the business organizations. Good communication in the internal business would be leads to avoid misunderstanding of each other. The workers would then enjoy their work and work out more efficiency. The quality of goods and services of the organization therefore increase. This will lead to profitable of the organizations business. Therefore, the social responsibility is important in internal environment of the business too.

2. Improves Public Image of the Firm

To many people, responsibilities to consumers may be seen as no more than a natural outcome of good business. There are, however, broader social responsibilities including providing good value for money; the safety and durability of products and services; standard of after-sales service; prompt and courteous attention to queries and complaints; long-term satisfaction, for example serviceability, adequate supply of products or services, and spare and replacement parts; fair standards of advertising and trading; full and unambiguous information to potential customers. Increasing concern for social responsibilities to consumers can be seen by the activities of such bodies as the Consumers Association, and the number of television and radio programmes devoted to this subject.

As an example of degrading the quality of life, some people believe that cigarette companies, because they produce goods that can harm the health of society overall, are socially irresponsible. By doing that, the consumers would lose confidence in the organization's products, and not buy their products. The consumers will buy the goods from other organizations that they are confident in. Social initiatives taken by organizations tend to promote goodwill, public favor, and corporate trust, and these may contribute to the long-run success of the organizations and profit. Therefore, socially responsible actions enhance an organization's image and business in general.

3. Improving Stock Price

By having the action of social responsibility of an organization would lead to their suppliers and business associates more confidence in the organization. The examples of social responsibility might include: fair standards of trading, honoring terms and conditions of purchase and sale, and settlement dates, for example payment of accounts, assistance to smaller organizations; engagement only in fair competition; respect for copyright and patents. By doing that, the other organizations would view the company as less risky. This is in the stockholders' best interest. It will improve the price of stock in the long run because the stock market will view the company as less risky and open to public attack. So, it would reduce the cost of production of the company. Therefore award it a high price-earnings ratio.

Some organizations extend the range of social responsibilities even further by, for example: giving recognition to the needs of developing countries; limiting the extent of political involvement or campaigning; donations to, or sponsorship of, the arts, educational or research institutions, sporting organizations or charities.

4. Solving Social Problems

Organizations have a responsibility not to misuse the scarce factors of production upon which the wealth of the country depends. Organizations have a responsibility to society, to respect environmental considerations and take care of amenities. For example, the effects and potential dangers of pollution, noise, disposal of waste, the citing and appearance of new buildings; transportation policies, such as the routing of heavy vehicles through narrow village roads; and avoidance of excessive packaging and more use of biodegradable materials. All of that must be thought off since the decision making of the organizations to have their process of production. For example, is the protest against aerosol sprays containing chlorofluorocarbons. These have been blamed for damaging the ozone layer, which protects the earth from harmful ultraviolet rays from sun. Organizations should, of course, respect and obey the law which is set up of government even where they regard it as not in their best interests. But what is debatable is the extent to which organizations should co-operate voluntarily with actions requested by the government. Some examples are: restraint from trading with certain overseas countries, and the acceptance of controls over imports or exports; actions designed to combat inflation.

By the side, some pollution cannot be avoided, and sometime, our government is too busy to solve the other problems, society should give business a chance to solve social problems, such as air pollution and water pollution that government has failed to solve. To solving those social problems, the environment will be cleaner. This would lead to a good image of the companies to their consumers or other companies. The confidence of consumers increases, and favors to buy the goods from the companies. The profit of the companies will increase eventually. Therefore,

acts of social responsibility is very important by organizations help correct the social problems that the organizations create.

5. Resource given by the organization to solve the social problem

The measurement of social investment deals with the degree to which the organization is investing both money and human resources to solve community social problems. Here, the organization could be involved in assisting community organizations dedicated to education, charities, and the arts.

For example, Ben and Jerry's have a great reputation for being a socially responsible company. Management seems to include social responsibility issues in everything that it does. As an example, when recently looking for a site to build its new factory, the company was torn between building a new factory in its native Vermont to support struggling farmers or closer to the West Coast to avoid pollution caused and energy expended by transporting the ice cream a couple of thousand miles. The Vermont site was eventually chosen.

A lot of money would be used for solving the social problems. Most of the time, there is limited money for that. Technical support has also been used to solving problems. So, in order to avoid the excess use of limited of resources, most of the organizations will process the resources (such as money and expertise) needed to tackle social problems. A good image of the companies develops. It will lead to even more consumers to have confidence on those companies and more consume on the goods of the companies. These companies would be profitable in the long run period. Therefore, being socially responsible is very important to an organization in order to create a good image to the company.

WHAT IS CORPORATE SOCIAL RESPONSIBILITY?

While there is no universal definition of corporate social responsibility, it generally refers to transparent business practices that are based on ethical values, compliance with legal requirements, and respect for people, communities, and the environment. Thus, beyond making profits, companies are responsible for the totality of their impact on people and the planet. “People” constitute the company’s stakeholders: its employees, customers, business partners, investors, suppliers and vendors, the government and the community. Increasingly, stakeholders expect that companies should be more environmentally and socially responsible in conducting their business. In the business community, CSR is alternatively referred to as “Corporate Citizenship”, which essentially means that a company should be a “Good Neighbor” within its host community.

Today, more and more companies are realizing that in order to stay productive, competitive, and relevant in a rapidly changing business world, they have to become socially responsible. In the last decade, globalization has blurred national borders, and technology has accelerated time and masked distance. Given this sea change in the corporate environment, companies want to increase their ability to manage their profits and risks, and to protect their reputation of their brands. Because of globalization, there is

also fierce competition for skilled employees, investors and consumer loyalty. How a company relates with its workers, its host communities, and the market place can greatly contribute to the sustainability of its business success.

The practice of CSR is subject to much debate and criticism. Proponent argue that there is a strong business case of CSR, in that corporations benefit in multiple ways by operating with a perspective broader and longer than their own immediate, short term profit. Critics argue that CSR distracts from the fundamental economic role of businesses, others argue that it is nothing more than superficial window-dressing; others argue that it is an attempt to pre-empt the role of governments as a watchdog over powerful multinational corporations. Corporate Social Responsibility has been redefined throughout the years. However, it essentially is titled to aid to an organization's mission as well as guide to what a company stands for and will uphold to its customers. Development business ethics is one of the forms of applied ethics that examines ethical principles and moral or ethical problems that can arise in a business environment.

In increasingly conscience-focused marketplace of the 12th century, the demand for more ethical business processes and actions (known as ethics) is increasing. Simultaneously, pressure is applied on industry to improve business ethics through new public initiatives and laws (e.g. higher UK road tax for higher-emission vehicles).

Business ethics can be both a normative and a descriptive discipline. As a corporate practice and a specialization, the field is primarily normative. In academic, descriptive approaches are also taken. The range and quantity of business ethical issues reflects the degree to which business is perceived to be at odds with non-economic social values. Historically, interest in business ethics accelerated dramatically during the 1980s, both within major corporations and within academia. For example, today most major corporate websites lay emphasis on commitment to promoting non-economic social values under a variety of headings (e.g. ethics codes, social responsibility charters). In some cases, corporations have re-branded their core values in the light of business ethical considerations (e.g. BP's "beyond petroleum" environmental tilt).

The term CSR came in to common use in the early 1970s, after many multinational corporations formed, although it was seldom abbreviated. The term stakeholder, meaning those on whom an organization's

activities have an impact, was used to describe corporate owners beyond shareholders as a result of an influential book by R Freeman in 1984.

While there is no recognized standard for CSR, public sector organizations (the United Nations for example) adhere to the Triple Bottom Line (TBL). It is widely accepted that CSR adhere' to similar principles but with no formal act of legislation. The UN has developed the Principles of Responsible Investment as guidelines for investment entities.

Benefits of Corporate Social Responsibility

Corporate Social Responsibility isn't just about doing the right thing. It means behaving responsibly, and also rebuilding a reputation as a responsible business sets you apart. Companies often favor suppliers who demonstrate responsibility policies, as this can have a positive impact on how they are perceived by customers.

Some customers don't just prefer to deal with responsible companies, but insist on it. Sales of environmentally friendly products continue to grow and these products often sell at a premium price. As an example, Ben and Jerry' ice-cream became as famous for its approach to responsible business as for its products. The company has grown dramatically while continuing to focus on CSR.

Reducing resource use, waste and emissions doesn't help the environment- it saves your money too. It's not difficult to cut utility bills and waste disposal costs and you can bring immediate cash benefits. For

more information read our guides on how to save money by reducing waste and use your resources more efficiently- an overview.

There are other benefits too:

A good reputation makes it easier to recruit employees.

Employees may stay longer, reducing the costs and disruption of recruitment and retraining.

Employees are better motivated and more productive.

CSR helps ensure you comply with regulatory requirements.

Activities such as involvement with the local community are ideal opportunities to generate positive press coverage.

Good relationships with local authorities make doing business easier.

The Growing Importance of CSR

Corporate Social Responsibility (CSR) is the responsibility recognized by the companies for acting in socially responsible manner. There is no single universally accepted definition of corporate social responsibility, it has generally come to mean business decision making linked to ethical values, legal compliance, and respect for people, community and environment. CSR accepts a company to go further than required by law so as to:

- Treat employees fairly and with respect

- Operate with integrity and in an ethical manner in all its business dealings with customer, suppliers, lenders, and others
- Respect human rights
- Sustain the environment for future generations
- Be a responsible neighbor in the community and a good ‘Corporate Citizen’.

Occupational welfare and corporate community welfare or corporate social responsibility (CSR) are of growing importance to governments and services providers as they promise to meet challenges of social problems within changing welfare environments. The modern governments have increasingly resorted to corporate involvement in local services and have also encouraged the expansion of occupational welfare. Despite its growing importance CSR remains an under researched area even as business organizations have faces new demands for increasing levels of occupational provision and involvement in local partnerships with public services.

Over the last twenty years an increasingly large number of business houses have responded positively to the banner of CSR. This has perhaps been partly due to their aspiration to make their operations more ethical. While for the government, the role the businesses can play in the development of society is quite crucial, the activist community might like to take credit for the growing importance of CSR as a clear victory for their efforts in pressurizing the activities of companies. To put the same in other words, companies introduced CSR reports and programs as a response against damage inflicted on their sale and reputation by attacks from activist groups who aided by 24 hour news media in which corporate wrong doing has been especially highlighted. While on the one hand this makes compelling news, it puts an ethical pressure on the companies to give back at least a part to society in return what they have gained from it. It is therefore, no longer important for companies to just make profit, the way this profit is generated is deeply investigated by the activists. A company must not be seen violating ethics or law in any of the areas like market behavior, trade policies, employment relations, sourcing of raw materials, human rights, environmental laws or the activists would put pressure on them through media or the other channels. This analysis however fails to appreciate much of the social contributions businesses have been making since long back. We have the example of Joseph Rowntree and others and the way they developed their work forces. In 1980s, a network of companies came together to establish Business In

The Community (BITC). Later, they launched Per Cent Club whose members donate 1 percent of pre-tax profits to the community. BITC is a very widely acknowledged and influential force within business and in CSR arena.

A set of indicators for the companies wanting to measure and report CSR has been developed by the BITC. The Indicators that count addresses four impact areas: work place, market place, environment and community. The indicators have been classified have been classed into two groups. The core indicators consist of 27 basic indicators on which all the companies are expected to report. The six advanced indicators on which all the companies are expected to report. The six advanced indicators are judged more difficult to measure. The other group, made up of 17 specific indicators, may not be relevant to all companies.

There are also specific projects for the measurement and reporting of particular aspects of responsible business, as for example, Human Capital and Dignity. Human Capital management and disability will have growing importance in CSR reporting. In the UK, Accounting For People Taskforce has proposed a reporting frame work for Human Capital Management (HCM). This taskforce, appointed by the UK government was represented by Densie Kingsmill as chairman, and a number of other business leaders. According to the Taskforce report, even as people typically account for up to 65 percent of a company's costs, there has been, however, little reporting on how companies develop their people.

The companies may either include CSR report in their annual report and accounts or may publish their separate corporate responsibility report which may be called a 'social and environment report' or a 'sustainability report'. These reports indicate a company's environment toward ethical behavior and highlight their progress towards achieving their strategic CSR objectives.

Increasingly more and more companies have begun to incorporate ethics and CSR in their strategic planning and objectives. Many large companies have adopted formal environmental policies with the objectives of creating a sustainable business and being environment friendly. For instance, a company that uses large quantities of timber as raw materials might adopt a policy of re-forestation to replace the trees has cut down.

What is NGO?

A Non-Government Organization (NGO) is any non-profit, voluntary citizens' group which is organized on a local, national or international level. Task-oriented and driven by people with a common interest. NGOs perform a variety of service and humanitarian functions, bring citizen concerns to Governments, advocate and monitor policies and encourage political participation through provision of information. Some are organized around specific issues, such as human rights, environment or health. They provide analysis and expertise, serve as early warning mechanisms and help monitor and implement international agreements. Their relationship with offices and agencies of the United Nations system differs depending on their goals, their venue and the mandate of a particular institution.

We conducted our Social Responsibility Project at Government Urdu and English model Primary School located in Goripalaya, Bengaluru which was provided by Mantra 4 Change.

MANTRA 4 Change

MANTRA stands for 'Maverick Association for Novelty, Transformation and Radical Augmentation'. At MANTRA they champion the never-ending quest for a better world - making education and health the flywheel of development, through innovative project ideas and learning- focused partnerships.

They believe in the power of human connections and stories to engage and inspire actions. They believe in the need for an association with like-minded people and/or groups and organisations to bring about change in a sustainable manner. We believe in the power of ideas and the power of one. They believe this is our MANTRA FOR CHANGE!

It was founded in August 2012 by Santosh More. Santosh More is a staunch believer that education is the answer to problems not just in India but across the world, and he wondered how he could do his bit. In 2009, the opportunity presented itself when Santosh saw Teach For India's advertisement calling for the first cohort of change-makers.

Convincing his father that he wanted to leave a stable job at Infosys was not an easy task. Santosh's managers also tried to pursue him to stay with the firm, but Santosh had made the decision. He reminisces, "It was an opportunity to come out of my comfort zone and finally do what I dreamt of."

Santosh assumed that the two years of fellowship would just be about teaching but it was a transformative journey, to say the least. **"My approach and perspective on various issues changed. In these two years, I saw an India that the urban Indian is unaware of. My biggest takeaway from the fellowship was the value system that helps create an organisation,"** he explains.

In 2012-2013, Santosh and Khushboo (then friend, now wife) would spend a couple of hours every day in a slum near Banashankari (in Bengaluru) where they would teach English to children from low-income group communities late in the evening.

The genesis

On one such evening, the duo began pondering over what more they could do. They got an exciting opportunity from a low-fee private school to work as academic coordinators.

Santosh and Khushboo were clear that they wanted to start something of their own but had to pick between building new schools or working with existing schools. **“We would be able to impact 10,000 students in 10 years if we started a school or create an ecosystem to affect millions of students if we worked with the existing schools,”** Santosh says.

With the latter being a clear winner, the duo founded Mantra4Change in March 2013 with the aim to work with existing schools to create a blue print and ultimately act as guiding principles for model schools.

“Most of the low-fee schools, including the government-run schools, struggle to provide quality education to students because of lack of resources and inadequate support. This is what we are trying to address and achieve at Mantra4Change,” Khushboo explains.

Friends and acquaintances offered monetary help through various crowd-funding campaigns. The first major donation was made by Sanjay Purohit, Executive Vice President at Infosys. Funds have also poured in from the Infosys Foundation and several HNIs. Recently, Sowparnika Foundation headed by SD Shibulal, ex-CEO and co-founder of Infosys, funded implementation of STEP (an intervention programme by M4C) at ten schools in Bengaluru.

Intervention programmes

STEP – the School Transformation and Empowerment Project is the key initiative at M4C. It involves all the key stakeholders in a school system – school administrator, teachers, students, parents and the community – and is a two-year complete school immersion project. It becomes a part of the school system and drives the implementation of the programme. It is a two-stage process – first being the ‘need assessment’ phase and second being the ‘implementation’ phase.

Target (Talent Recognition, Engagement and Training Programme) is a community-based, teacher training programme. Educated youth from the community are trained over a period of three months and are then placed in partner schools as teachers in lower primary section. Post-placement, these teachers are continuously given on-job training for a period of one year. This programme aims at identifying bright and talented youth from within the community and help them become fine teachers.

PreCIOUS (Preventive Care for Inhabitants of Urban Slums) is a programme aimed at promoting healthcare awareness among people in the community. Topics like hygiene and sanitation, nutrition, menstrual and reproductive health, eye-sight etc., are discussed through various sessions and community-engagement activities. Screening camps are organised in association with hospitals.

Collaboration and impact

MANTRA stands for **M**averick **A**ssociation for **N**ovelty, **T**ransformation & **R**adical **A**ugmentation. For this, M4C works very closely with the students and faculty members of the Azim Premji University (APU). The students from APU seek internships and various field practicums with M4C. M4C is a partner organisation of the BEETF (Bangalore Effective Education Task Force) and LDSG Foundation. It also collaborates with other like-minded NGOs, like the Swabhimaan Trust, Svantantra Trust etc.

M4C measures impact on three critical factors:

- **Student learning outcomes:**

Santosh says that they have seen an average 20-percent increase in the learning outcomes of students in mathematics and English across all their partner schools. He adds, “**Qualitatively, the classrooms have become more interactive and student participation has greatly increased.**”

- **Improved teachers' effectiveness:**

Every teacher's progress is meticulously tracked on M4C's internally developed rubrics based on the data from classroom observations.

“There are many anecdotal evidences of changes in the mindset and readiness level of teachers to try innovative pedagogical techniques in the classroom. There are clear data-points to support the improvement in the knowledge and skill level of a minimum of 70 percent of teachers in our schools”, says Khushboo.

- **Empowered school leadership:**

A key aspect of M4C's belief system is building a positive and safe school culture that promotes continuous learning among teachers, students and every stakeholder alike. **“Today, we can proudly say that 100 percent of the principals of our partner schools demonstrate a belief in our approach to achieving transformation.”**

Challenges and future plans

Santosh says that the most pressing challenge at M4C is to build a team not only passionate about the cause of education but which is ready to take the deep dive and drive change. Khushboo points out that another challenge is to ensure that STEP evolves into a replicable project that can be implemented in any school that aspires to achieve transformation. The duo say that funds is a challenge in the long term considering the scale they're eyeing.

The five-year plan for Mantra4Change is two-fold: **to reach a minimum of 100 schools and 50,000 children through STEP; and implement STEP successfully in schools with different societal contexts.**

The duo say they share the dream of every child from every strata of the society getting access to quality education.

Government Urdu and English model Primary School

The Government Urdu and English model Primary School is located in Farooqia nagar, Bengaluru. The school is owned and funded by the government and also has a lot of philanthropic donors who constantly provide the school with funds. The school was established in the year 1961 in order to make sure that the people residing in Farooqia nagar are given education.

The establishment and about the school - There were 116 students in the school when it was started in 1961. The school emerged successful and with spreading awareness of the need for education has resulted in higher enrolment rates and the school now has 700 students. The school was initially started with a single classroom which has kids from the age 3-5. The school started expanding and now has from 1st grade till the 8th grade. The students then go to nearby high schools to pursue their higher education. The school follows the Urdu medium till the 5th grade and later on shifts to the English medium from the 6th grade. The school predominantly has Muslim kids due to the dominance of Muslims in the locality. Also an interesting thing that we observed is that the number of girls are almost twice the number of boys. When we asked the principal the reason for this, she told us that the dropouts of boys are generally high in the school as boys are made to work as labourers after few years of education thereby leading to fewer boys in the school. It was disheartening to hear that about 50% of

boy's dropout after the 5th grade. However, it is heartening to hear that the number of girls enrolling and attending school has been increasing steadily. Though the locality consists of under privileged children, they are sent to school because the parents believe that it is important to be educated in order to do well in life. The locality has achieved cent percent enrolment

Facilities in the school – The school is funded majorly by the government. The government provides students with two sets of uniforms, shoes, textbooks and other learning aids. The government also helps them with the infrastructure and provides the school with teachers and mentors. It also provides the children with quality food under the Mid-day meal scheme. The school has installed CCTV cameras, in order to ensure discipline and prevent undesired behaviour. The CCTV camera helps the management to keep a check on both the students and the teachers. The CCTV camera was installed in the school by the donors. They also have a water purifier which provides the children with safe and healthy drinking water. Apart from this timely assistance is provided to the school by the MP's and the MLA's.

Co-curricular and extra-curricular activities –

The school not just focusses on academics. The school also does its part to bring out the hidden talent in students. The school engages the students in various sports though they do not have a proper playground. Students have won several prizes at taluk level. The school has a full time teacher who helps the students with their sports. The school proudly showcases all these awards in the office room. The students are also trained and motivated to participate in debate, elocution and other competitions. The school also conducts several cultural programs including the Ghazal and Oawali Programs.

Reasons for the success of the school

- 1) **Management** – The school has a powerful and cooperating management who work relentlessly towards the welfare of the school. The management has a welcoming attitude and they take in and believe in volunteers who really want to help them and cooperate with them as well. This will help the students to gain more knowledge apart from what is generally being taught by the teachers.

- 2) **The attitude of the students towards learning** – The students in the school might not be very knowledgeable. The desire exhibited by them to learn is astounding. The students are very enthusiastic and participate in classroom activities when they are asked to do so. All they require is a little motivation and unconventional methods of teaching which makes the class interesting.
- 3) **Facilities** – In spite of being a government school, the school has managed to get a lot of donors with whose help it has been providing lots of facilities to students. The school has installed water purifiers, CCTV cameras all for the welfare of the students.
- 4) **Behaviour of the children-** The children are taught to respect elders and they respect the teacher at all times. They are taught to greet when they meet elders and are generally kind and cooperative. Good moral values are being taught to children. However the children sometimes tend to fight with each other.

Shortcomings and Challenges faced by the school:

- 1) **Infrastructure** – Though the school has constantly been working on restoration, the infrastructure still has to be improved. The cleanliness should be improved. The school should expand its donor base so as to increase its funds and work on the building and its infrastructure. The sanitation facilities in the school were very poor. It was in a very bad condition. The washrooms were open and did not even have a proper structure. It was unhygienic and is definitely the breeding ground for a lot of germs which will affect the health of the children.
- 2) **Teachers-** The school does not have adequate number of teachers. Presently they have 18 teachers and have a shortage of about 10 teachers. The main reason behind this is that the people do not work for salaries provided by these schools. The most important reason is that the teachers who usually work in such schools usually while away their time by sitting idly and not working as no one keeps a check on them. Since the school keeps a check on the teachers though the CCTV cameras the teachers do not wish to work here and hence the rate of enrolment is low and the rate of attrition is high.
- 3) **Playground** – The school does not have the space and funds to provide the children with a playground. It is shocking because the children play in a graveyard behind the school that too

without guidance. Sometimes the children even have to pick up the ball when it falls on the ground. This is really disturbing and I believe that this will affect the children mentally. The school does not have good quality sports equipment. They have a few bats and balls which are not in a very good condition.

- 4) **Discipline and language** – The school does not follow rigid rules. I observed that a lot of children hit each other and pick a fight with each other. The students also loiter around the school during class hours. The teachers do not stop them from going out. The students are also not kept under the control of teachers. At times the language used by the students are kind of inappropriate. Also the students are unable to communicate in English. They don't even have a basic knowledge in English. Thus they tend to talk in Urdu.
- 5) **The curriculum-** I think the school really needs to work on its curriculum. We taught the 5th and 6th grade students to read basic words in English like “and”, “but”, “sit” etc. It is really sad to see that the children struggle to read the easiest of words in English. The children are not taught adequately and I believe that their curriculum should be enriched.
- 6) **The effectiveness of teaching** – Most often it's a single teacher who teaches all the subjects to the students irrespective of their knowledge in the subject. The teachers do not come up with interesting ways to handle the class thereby making the class dull and boring. They do not make sure that the entire class understands what is being taught. Thus the school should make sure that the teachers come up with innovative ideas and make the class interesting and interactive.

Day 1 (24/2/16)

All of us gathered in the college and left to reach the school at 9am. We all were very excited to meet the children. We reached Govt. Urdu Primary School at 9.45 am. We were greeted by the principal of the school and our fellow Jaysudha. We interacted with both of them. Jaysudha informed us that the students needed some help in English as they were studying in Urdu school. She gave us a sheet containing Dolch words which were to be taught to the students of 1st, 2nd, 3rd, 4th and 5th grade. She told us that Dolch words are those words which are frequently used and cannot be sounded out. They are divided into different grade levels. So soon after interacting with her we divided ourselves into group of two and went to different classes. We went to three different classes and were warmly welcomed by the class teachers of respective classes and also the students. We were allowed to teach for 40 minutes in every class. The children were very excited to see someone from outside. We interacted with them and played some games to break the ice and make them comfortable. After that we told them what Dolch words are and why it is important for them to learn it. Then we interacted with the teachers and asked them about the requirements of the children. For half an hour we sat with Jaysudha and made plans on how can we help the school further other than teaching. She told us that we could make Dolch word flashcards and other charts which would help them to study better and also in learning some values. So we decided to do that. Soon after lunch we decided what all materials were required for making flashcards and charts. After deciding we went to purchase those materials. After coming back we interacted with the principal of the school and asked her more about the school and the children. She told us the history and working of the school. We then left to reach our respective places.

Day2 (25/2/16)

We all left from college to reach the school at 9 am. We divided ourselves in the same group and went to the same classes which we went on the previous day. We started with pre-primer words which is the lowest grade of Dolch words. It wrote every word on the board and helped them pronounce it. It was

very difficult for us to teach the lower standards as they were not at very much familiar with the words. They were also hard to handle. After taking three classes we sat together and started making flashcards for the children. It was fun and also a great experience as we could help them in something other than teaching. After resting and having some gala time we again sat together and resumed the work of making flashcards. After finishing our work we waved goodbye to the children and left for our respective places.

Day3 (27/2/16)

On the 3rd day we left late as we had some engagements in the college. After reaching the school we again divided ourselves into same group to go to the respective classes. The children were very happy to see us after one day break. We finished with first grade of Dolch words and started with second grade in 4th and 5th standard. But it was difficult for the children of lower standard to recollect everything after one day gap as they get an off on Friday. After our lunch we started with flashcards and chart making. After finishing with our task we left to reach our respective places.

Day 4 (3/3/16)

We left for the school on our usual timing that is 9am. This was our second last day to the school. Our motive was to teach and make kids understand and identify as many words as possible just by sight. We again went to our respective classes. One of the main issues we came across was of the students being unable to differentiate between the two kinds of pronunciation the letters “c” and “g” had. Some of the kids started picking on the difference we had been trying to explain them from the past days, which was an achievement. The same words were revised and some new ones were also introduced. After teaching our respective classes we came back to take a break and have our lunch. Just like everyday, the school's common area got filled with cheerful children playing and hanging around. We had to complete making the flashcards of the words in the entire list of Dolch

words ranging from Primer to 1st grade. We completed making the cards, which could then be used by the school in their lessons. After the completion, we left to our places

Day 5 (5/3/16)

We left for school at our usual timing. This was our last day at the school. And we, were surely not very happy about it. 10:10 is when our usual day began every time. We went to our classes, where the kids, were eagerly waiting for our arrival. We were welcomed by them with the same sparkling enthusiasm like every time. We practiced the words with them using the flashcards, which helped them identify the words by sight and not by spelling them out. We had fun and made them play different games as it was our last day. We had an amazing time and we also distributed chocolates to them as a form of appreciation for the hardwork they did in the past days. We even clicked pictures with them. The entire list till the 3rd grade had to be finished. We had used different colored chart papers for each set of word lists, so that it's easy to differentiate. We finished all our activities and bid goodbye to everyone in the school.

Personal Experiences

(Group Experience)

When we were first asked to work in a School, as part of our Social Responsibility Project, a lot of limitations were initially taking us aback as there were few practical problems for us to undertake this project as a group. As we all do not live very close by, deciding where we would meet was a problem. Despite all this, we got together with a sheer determination of dedicating our time for a good cause.

At first, we were allotted a school by Teach For India. The school was located in Whitefield which was very far. No one in the group was eager to travel this much distance everyday. Thus we contacted Mantra 4 Change which allotted us a school which was about 10 kms from Christ University.

As we were told to work for 25 hours, we decided to cover this period of time over 5 days which we did successfully. When we began, we were briefed by Jaysudha, our fellow, about the work we need to do in the school. She was very patient in answering all our questions and clearing all our doubts. On the first day we were not given anything specific to teach. So we taught the kids basic English like how to interact with others, how to write a few sentences about themselves etc. On the 2nd day we were then given the task to teach the students how to pronounce Dolch Words. We were divided into 3 different pairs and each pair had to teach 3 classes a day. It was a nice time teaching the kids the pronunciation of basic English words.

We as a group did not face much difficulties and were able to coordinate properly. We learnt quite a lot of things from each other and from the children. We look forward to working together as a group again in the near future.

SRP (Social Responsibility Programme) is an initiative taken for a good cause by The Department of Management Studies of our university which aims at offering education to the not-so-privileged students disposed at the hands of young college students like us who can help them in learning in a new and different way.

We were a group of six students and were allotted a school in Farooqui Nagar. It was a Govt. Urdu school which offered education to students of classes nursery to 8th.

I have, personally, never had such a different experience before. Teaching is something I have never done before and when given an opportunity to do something like this, I tried to make the best out of it. In fact, all of us tried our best to contribute all that we could to help the kids learn something that was academically beneficial for them. We were mainly told to focus on the primary classes, that is, from first grade till fourth.

We collaborated with Mantra 4 Change, a social service organisation that works in the field of providing quality education to the students who are deprived of it. As the name suggests, it is a Mantra that works to make a difference, a change in the lives of people. We were more than fortunate to get to work with them.

We were asked to help the students with English, a language, that is a necessity to be taught to students at a basic level now. We were directed to teach them dolch words. Words that should be identified by the students by sight, and not by spelling out. We tried our best to contribute our most in the given time frame we had, that is, in 25 hours. We worked for five days at the school, and I must say, this experience, indeed, led us to form a mental and emotional connection with the kids. We even

played different games with students and gave them chocolates as a mark of appreciation for the level of dedication they had in this entire session.

- **Aksheeta Tyagi**

1520545

I never knew what I would take from here. I had never anticipated that these five days will teach me so much. I taught English to students of 2nd and 3rd grade in Govt .Urdu Medium Primary School. The school is from 9.30 to 3.30, we were usually there from 10-3. On our first day we were warmly welcomed by our fellow Jaysudha and the teachers. Our fellow guided us on the topics to be taught. We taught dolch words to the students and also made flash cards for the students which would help them further. I was stunned on the very first day to see active participation out of every child. Teaching them was one of the most amazing experiences and also one of the most challenging jobs I understood that nothing in this world is equivalent to the feeling of being able to bring smiles on the faces of these children and helping them feel content with their lives. Teaching those children made me realize the feeling of being loved and being responsible not only comes from one's immediate family but also from our immediate surroundings, I understood the essence of humanity and also to be a responsible citizen. I learnt how to respect the people around me and I understood that happiness lies in small things. The kids always had a smile on their face no matter what and the attitude shown by them towards education still inspires me. I would like to thank Christ University for giving me such an opportunity.

- **Chinu Moorarka**

1520549

Social Responsibility Project, though an opportunity given by college which aims at teaching the students about the educational drawbacks the poor are facing, has been a personal experience for me, since I've always wanted to do something for my country. We were allotted an Urdu school, which made it tough for me to interact with the kids, since I can't speak Hindi and they can't understand English. I was told that I would be teaching 3rd and 4th grade kids. I did not know what to expect so I went with an open mind. The school is bang in the middle of a slum. There was a lot to be angry about, and a lot that will get you inspired. When you visit a low-income school in any part of India, there is a lot you will see that will make you really angry and a lot that will make you really, really inspired. You will feel angry when you see students studying in dire conditions, available resources not being put to their best use, real teaching never happening in the classrooms, and innocent dreams of children getting crushed each day. And these are the same sorts of things that will inspire you to put your foot down and say, enough is enough, I have to take a stand. These children deserve a better education and I will provide it to them. ” I was in for a rough shock. Unlike my expectations, these kids knew no English and on the first day, I don't think they understood anything about the things I was telling them. It took time, to learn the way to teach them. I tried my best to speak the little Hindi I knew, but I got no response because my Hindi was Latin for them. I wanted them to communicate with me, not just orally, prove that they were learning and understanding, which took more time. With the help of my friends, I was able to convey them what I wanted to . An excellent education is a combination of various favourable factors for a child, including academics, non-academics, values and mindsets, sports, social-consciousness and spirituality. All these factors plus a healthy and joyous environment at home and school, exposure to the world around to promote the learning and development of a child. It's been a transformational journey personally. I have learnt so much about myself that I don't think I would have ever been able to if I ever worked anywhere else. I have learnt how to be patient. I have learnt how to not give up when the situation seems grim. I have learnt not to judge people by their looks or from the place they come from. I have learnt that ambition is probably one of the most important things in life. I have learnt that grit can get you through situations that you cannot imagine. I have learnt that sometimes we just need someone to listen to us and show genuine care. I wish I could go teach every day. It's not always rainbows and roses when it comes to teaching. When you meet a student in 3rd grade not being able to read a sentence on his own and you see the frustration in their eyes about not being able to do it, you know the world is

not fair. You find out how access to education is very different from access to quality education. You understand how government's policies affect ground realities and sometimes how Counter Productive they are with regard to helping the child. It makes you value the things you have in your life. It makes you think. I'm hoping, I would be a part of Manta 4 Change in the future, since what I learnt is just 0.1% . Mantra 4 Change is one of the best and productive idea I've ever came across. So I would love to constantly support it. I feel lucky since i got a chance to be a part of them. Let Mantra 4 Change achieve the goals they are aiming to.

- **Shruthi Priya**

1520552

The 5 days spent at Government urdu school had a major impact on me. This project expanded my perspective about the education system and how it is still flawed at the grass root levels. We got to know about the challenges these students face in learning.

Being an Urdu medium school the kids there did not know English quite well so our group decided to teach them English. We mostly concentrated on Dolch word/sight word which cannot be broken phonetically and 80 percent of our language included sight word. During the course of 5 days we tried to cover as many words as possible with these kids.

The first day we dealt with level pre-primer for class 2nd and 4th. The kids were really excited about learning new words. One thing I noticed that instead of speaking out those words they wrote them down in their copies due to which they couldn't pronounce it properly so I suggested the kids to first repeat those words after me and then write it in their notebooks. Most of them could grasp these words really well and by the end of our 5 day session they could recognize and pronounce the words which we taught them.

The kids were full of life and welcomed us to their class with full enthusiasm which gave us motivation to give our 100 percent effort to the classes we took. Also to make the job of the teachers easier we made flash card of the dolch word series to use in classes while teaching.

To make our session interactive we dedicated 10 minutes of our classes in playing games and getting to know the students personally. The students sang and danced for us in that period of time. On our last day we distributed chocolates to each class we taught and bid them adieu with a heavy heart.

It was difficult to teach such small kids as it needed more patience and clarity. We understood the hardship a teacher faces addressing a large classroom and retaining the attention of students for that long.

It was a wonderful experience and we surely became fond of the little kids in that school. The chirpiness in class is something we'll always look forward to.

- **Meghna Sarda**

1520555

Before getting started with sharing the experience I had while I helped a school and its students, I would first like to be grateful about the fact of being part of such a noble project. As a part of my social responsibility project I, with 5 of my other friends, was assigned to help a school in all the possible ways.

On the first day, when we reached the allotted school, we were taken to all the classes, where we had to interact and teach the students, by the head mistress of the school. I had to deal with 3 different classes with students of different age groups. The amount of excitement they showed when I first entered the class boosted up my energy level. They were so welcoming and had that eagerness to learn. Since the school had underprivileged kids of the Muslim community, reading and writing in English was a big challenge for them. So we took up basic English words and taught the kids how to read them along with their meanings. To make learning a fun part for the students, we came up with exciting activities each day. It gave me a very different kind of feeling to be able to stand in a class with many students and actually grab their attention.

Apart from teaching I also tried interacting with the kids as much as I could. While I did so, I learnt a lot about them. I learnt about the background they come from, which I am glad, didn't restrict them from attending a proper school. They come from families where parents aren't educated and do petty works to run the family. Even with all the difficulties that they are facing in front of a fast growing society, they valued whatever they were blessed with and they exactly knew how to be happy with it. This taught me about how we must, as a luckier section of the society, respect the facilities and opportunities we are blessed with.

This project made me aware of the leadership skill I had within me, which helped me stand confidently and teach the class in a way they loved. I found teaching kids a very challenging task as I always had to make sure I was engaging the whole class in a way which didn't distract them from learning.

I remember this one conversation I had with one of the student from 1st standard who was back to school after a day's leave. On asking the reason, I learnt that it was her birthday. I was curious to know about how she celebrated the day to which she responded very excitedly. The happiness she had while telling me about all the things she did cannot be expressed in words. Even though she celebrated it with just one cake, good dinner and few friends, she found it the best. It made me think about how the kids of richer society crib about one little thing that goes wrong and forget all the small happiness that they got. Those kids taught me how small things can fill one's life with happiness.

The amount of learning I have received is far more than what I have given to the kids. It was a treat to watch them learning with hopes in their eyes to become something great in life. I would want to work again with Mantra For Change, this time not as a student or for any project, but as a responsible citizen and help such kids live their dream.

- Aarjoo Jain
1520572

On the first day (24th March) we decided to meet in the college at 9:00 am and from there, together we went to Goripalya Police Station. We looked for the school near the Police station and after around 10 minutes we reached the school. We met the Head Mistress of the school who allotted us different classes. First I went to 3rd standard and taught them basic English like names of months, days of a week, names of different colours etc. The children could write in English but they weren't good in reading it aloud. They had problems in pronouncing the words. They would talk only in Urdu. Then I got paired up with my classmate and we went to 4th standard. There we taught the children how to interact with each other in English. The children showed enthusiasm in learning the same. We then took classes for two sections of 6th standard and taught them a lesson from their English Text Book. The children of 6th standard could understand the lesson but when asked to summarise the lesson they could not do so in English. They would summarise it in Urdu.

From the next day we were asked to teach Dolch Words or Sight Words to three classes- 3rd A, 3rd B and 4th C. Dolch Words consists of 5 levels – Pre Primer, Primer, Grade 1, Grade 2 and Grade 3 with a total of 220 words. Dolch Words are the words which make up 50%-70% of the words used in school books, newspapers, magazines etc. The children were able to pronounce just few of the Dolch Words. It was shocking to see that the children of 3rd and 4th standard were not able to differentiate the alphabets. Few of the children in every class were very intelligent and were willing to learn and showed interest too. But

the others were not too interested in learning. Few of them did not even open their mouth and pronounce the words.

We taught the same thing for 4 days and were able to teach till Grade 1. Slowly the children stopped showing interest in learning the words. So on the last day we decided to see the talents of the children. We called each of them in front of the class and asked them to do whatever they liked doing. Most of them were fond of singing, some liked dancing too. We even played a few games with them on the last day which made our experience a memorable one.

The school was not very hygienic. The washrooms were also very dirty. For a school to function properly the most important thing is maintaining a good environment for the children to study which includes keeping the school premises clean. The school lacked this very basic requirement. The Head Mistress of the school was very welcoming and was always there to answer all our questions. All the teachers were very cooperative too. We received the same respect a student gives his/her teacher. We also spent time making flash cards. We wrote each of the sight words on a card which the teachers can use while teaching.

Spending 5 days with the children was a really nice experience. It taught me the value of education and how we take this life for granted. Even after having all the basic facilities we take everything for granted. But the children, who were deprived of such facilities enjoy their life to the fullest. These 5 days took me back to my old school days and I remembered how much fun school life was. It was a heart touching experience which will be remembered for life time and I also look forward to many such experiences.

- **Deshna Saraogi**

1520573

FINDINGS AND SUGGESTIONS

Government Urdu and English Modern Primary school located in Goriplaya, Bangalore was the only Government school in the particular area. The head mistress was extremely cooperative and listened to the concerns of students and teachers. The students highly respected the elders, that is, the head mistress, the teachers, the volunteers, the seniors. They showed their marks of respect by standing up and wishing them and listened keenly to them. The school had a facility of CCTV which helped the head mistress keep a check on the teachers and the students. This helped in reducing any sort of misconduct by the teachers or the students. The students had a zeal to learn new things from everyone around them. The infrastructure of the school wasn't up to the mark and thus it lacked

basic amenities and sanitation facilities like hygienic restrooms, playground for students etc. The children were spotted playing in the open near the neighborhood graveyard which seemed dangerous for them. The school had a lack of teachers and other support staff. As told by the head mistress, there was a shortage of around 18 teachers at that particular time.

The students in the school were to study in Urdu till 5th grade after which the medium of education changes to English. The government provided them only with the basic things like uniform, shoes, books and mid-day meal. Thus, the students had a major problem in learning Basic English and fluency. They had to learn the language from the very first step due to which they seemed hesitant and resistant to converse in English. The students moved around in the campus freely during the class, thus the discipline wasn't maintained well. One of the major concerns in the school was that the dropout rate of boys has increased. Even though girls also dropout from the school, the increase in the rate of boys dropping out is more as the major responsibility of their families is their burden. The boys thus, sacrifice their career to earn for the bread for their families.

Thus, overall, the school had students who desired to achieve something in life but they might not get the most proper shaping to do so. The students were very friendly and positive with whatever they had in life but also needed proper guidelines to do the same.

We would suggest the school teachers to consider a few changes. Firstly, the infrastructure of the school must be developed. The teachers should be appointed by paying handsome salaries so that they are motivated to teach and are of the required qualification. Secondly, the teachers should take up creative and innovative methods of teaching by conducting activities etc. Thirdly, the students should be taken to a nearby playground for sports practice etc. as they don't have a proper ground and thus, having a good ground can enhance their sporting abilities. Next, the school should also plan a few cultural activities in a year in order to develop the interest of the students and cater to their needs.

From our side, we should motivate more people to join Mantra for change and other such NGOs and organizations which help such schools to develop and grow further. We should also take up a few initiatives from our department in collaboration with the CSA department to help them serve better. Lastly, we should try and do every bit to give maximum help and aid to the students around who are in need of help.

Introduction

Christ University has always been known of initiating several programmes and camps that promote progress in the rural areas of society. One such initiative by the university is CSA.

CSA is short for Centre of Social Action. It is a step taken to provide the socially and financially lower class of the society that is usually left deprived of basic education, awareness and necessities.

It was set up in 1999 to coordinate social sensitization programmes for students and undertake community development projects for such communities. It is a students' movement for a humane and just society with child as primary focus.

Their vision says *"Every student is aware, sensitive, empathetic and contributing to sustainable changes in the society"*

And the mission goes like *"CSA is a centre for promoting volunteerism and enabling students to develop as socially responsible citizens through developmental initiatives"*

The workers in this development wing try to reach out to the common man living in villages who doesn't have an opportunity to express his needs.

CSA organised a two day programme for the first year students of our dept. i.e The Department of Management Studies. In the programme, we went to the interior parts of the state, Yeldur, a district, where we were made to stay for two days. The programme was held for the students to experience the common village life of the society. We were made to interact with workers at the branch in Yeldur. We were properly guided through the place and were made clear of several things. While upon reaching the village, we witnessed how excited the children were to see us.

Our major motive was to have direct conversations with the people in the village and know about their experience about the kind of development, if there was any, took place there. We got to know of several things about how the daily things go on in a common villager's life. We also spent time with the local kids there and conducted several activities that could help them in learning something of their benefit. They were consequently rewarded.

It was, indeed, thrilling to see the kind of energy and vigour the children exhibited and the way they responded to us. The whole experience led to an unusual self-realization, the realization of how tough life is for the unprovided and the deprived.

Personal Experience

CSA (Centre for Social Action) is an initiative by our university as a helping hand to the backward areas of the society, consisting mainly of villages that are deprived of basic necessities. The initiative works towards providing the people with the things that are required by them on a very rudimentary level, like education and livelihood.

We, as students were made to experience a very small bit of what life is like for them. The purpose of the village visit was to gain first hand exposure to the village life and understanding the functioning of the village economy, the means of livelihood.

For the first time we got a chance to have such a different experience, something so much apart from what we daily go through. All of the students that were with us belonged from different cultural backgrounds, and we as one, went and interacted and tried to understand how things work in a typical village set up. It was a thrilling experience as we were welcomed with much energy and enthusiasm by the kids in the village as they were eager to know our names and from where we came from. We spent two days at the camp. The kids led us through the village and we visited several households and had one on one conversations with the residents of the place. We interrogated them regarding several issues and observed their responses. It was an unconventional time spent for us and thus we learned a lot of things. Everything we saw and heard was highly informative. Overall, it was an amazing experience and we got to have fun while learning something new.

- **Aksheeta Tyagi**

1520545

A two day village camp organised by CSA was an enlightening experience. We got to know people, their struggles, aspiration and their attitude towards education, the world around and to be satisfied with whatever resources they are given with. These villagers are happy and satisfied in their lives. It was a new experience for all us as we, the students, were from different religious, linguistic, social background. The main objective of the camp was to get to know, an experience of the village setup and a way of life led by villagers. Before the trip, most of us went there with mixed feelings of excitement and anxiety but after exposure camp we can say that it was the most incredible experience of our lives. Our class was brimming with energy and enthusiasm right from the start to end. The village kids were very helpful and for us to see them smile and laugh was a wonderful experience. We played and danced with these children. These village kids were very cheerful and interactive. They helped us at every step. They even accompanied us to various households in the village. The villages also were very kind and were keen to share their experience with us. They very patiently answered all our questions and treated us very nicely. This trip was very informative on several levels and was a good way for a class to cool it's head after hectic schedule. The trip was a blend of fun and productivity. It was an enriching and a different to get a firsthand exposure of rural Indian living and the issues faced by them.

- **Chinu Moorarka**

1520549

I once visited a village of primitive people. At village, I felt time and life moved slower"
-Toba Beta.

The heart of India is in its villages. For a person to know their culture and heritage, it's important to dig deep and know their roots first. Christ University has given me an amazing opportunity to visit a village. It was a prodigious experience. We first moved to a village called **Yeldur** which was three and a half hours far from our college. We started at 9am and reached yeldur at 12:30pm .Yeldur was an amazing place full of coconut trees and greenery. There was zero pollution as there were no vehicles around.

Later the CSA heads informed us about the rules and regulations to be followed during our stay in the village. We were divided into 4 equal groups. Each group was assigned a village to visit. We were asked to plan activities to be performed in our respective villages. After the "Rules and Regulations" session i.e., at 5:30pm we boarded our trucks to reach the villages. The village named **Bovahalli** was assigned to our group, which was just half an hour far from yeldur. As only 4 members in our group knew the local languages (telugu and kannada), we were again divided into four groups.

As we reached the village, all the children flew to us with excitement and they started jumping on us, dragging us to play with them and they were so excited to guide us into the village. But the elderly people had no surprising reaction on their faces, as they very well knew about the CSA camps. CSA had been helping these villages for years to overcome the negatives faced by them. Recently the women of Bovahalli formed a group (selfhelp group) under CSA. The children of the village guided our four groups to four directions of the village to speak to the dwellers. As I was one of the members who knew the local language (telugu), I was helping my group members to understand what the villagers were speaking, I was acting as a mediator between my teammates and the villagers. we raised random questions about their village life and CSA camps. They were really happy with the way CSA was helping them. Most of the men were engaged in construction work and women in agriculture. When asked about the problems they were facing, none of them replied negatively. They said that the CSA

camps helped their children in education and arranged tutorial classes, provided books and clothes e.t.c., for their education. They also said that they had no problem with power cuts in their village.

Later we visited a school, which was the outstanding part of our trip. All the kids were below 13 year old. They were so interactive and participative. We conducted few games and played with them for a while. And then we had a meeting with the women who were the members of the selfhelp group. We shared our opinions of how they can develop their village, how important is the role of women in the development of the village e.t.c. And they explained us of how they maintain the accounts of their SHG. They had no problem with the government, as it is helping them when approached. They finally said that they desperately needed a borewell, as they were running out of water in their village. After an hour long discussion with the women we headed back to our CSA camp in Yeldur. We informed CSA heads about the borewell problem of Bovahalli.

The next day morning we were again divided into groups and we went to the heart of yeldur to repaint the rusted schools of yeldur. While half of us were painting the school, the other half visited a school to interact with the kids. As it was the festival season, everybody were engaged in their own activities and were celebrating Ganesh chaturthi. It was the first time I did the painting work, which was really fun. After completing all the tasks, our village trip came to an end. We headed back to Christ University.

The basic purpose of our visit was to know the art and culture in the villages which was a very interesting learning experience. It was also to get a glimpse of the local community and learn their methods and way of living. We have to interact with the local community to know more about rural India. The lifestyle in the villages is completely different from that in the cities. Though we contributed money for the development of theses villages, it doesn't mean that we fulfilled our social responsibility. We should also undertake village visits once in a while to check out what change our contributions have made to the villages. Interacting with people and encountering their happy faces will give you more satisfaction than just contributing and sitting idle in a place. For people who are interested in studying different cultures and languages this is a great place to start. The main thing I learnt in this village trip

was that you have to soak yourself in the tradition and be a part of a new dwelling that gives you an opportunity to improve and contribute effectively to the society.

- **Shruthi Priya**

1520552

Probably it was the only trip organized by the college for us. The 2 day trip to Kolar was organized by CSA as a part of our Service learning project. We were divided into groups and were sent to different villages to ask them about the hardships that they face in their day to day living and how CSA has helped them with it. The survey made us realize how fortunate we are to have stable life and having the luxuries of an urban city. This trip also taught us how to work in team and help each other in times of need. We did a lot of activities together which made our class enthusiastic and cheerful during the whole visit. Painting the school, marching with the kids in the rally for providing sanitation in their houses and playing games with the village kids was wonderful experience. Sleeping in the dorm with our fellow classmates was fun in its own way. Getting to the grass root level of Indian villages sensitized about the hardships they face .All in all it was an experience that was one of a kind and it is impossible to forget all we learn in those two days.

- **Meghna Sarda**

1520555

Fresh air, clear sky and trees everywhere. This was the first thing I noticed when we entered Kolar. A sight very rarely found in the urban land we live in. At the site, we were greeted by Mr. Ganeshan, who offered us hot coffee and biscuits. We were then made to sit in the boy's dorm for the orientation.

The orientation consisted of Mr. Ganeshan narrating a very touching story of how the villages adopted by CSA had developed over a period of years. The villages which were once dominated by superstitions and backward mindset had now evolved into a much more developed area, where modern medicine was utilized and more than half of the children went to school and received education so that they can not only aspire but also achieve their dreams.

We were then divided into 5 groups and each group was taken to a different village. The village we went to was inhabited by people who mostly spoke in Telugu or Kannada. Being a Bangalore and I am well versed with Kannada and I could easily converse with the residents of the village. Later when we had an activity for the children I took time to speak with the some children to find out how their life is and was astonished in the never give up attitude in them.

This trip was truly a great learning experience as we got to see how these rural communities efficiently functioned and got to experience the immense talents of the brilliant and bright little children.

- Aarjoo Jain
1520572

Village exposure project is a way to learn the ways of life of people in the villages. As almost 60% of the country's population lives in villages, an analysis and experience of the villages gives us an immense opportunities to learn simplicity and ways of living a simple life.

We had an opportunity to visit a district called Kolar in the month of September. We were accompanied by Prof. Issac P Elias, Prof. Phinu Jose and JB Sir, the CSA head. The district we reached was Yeldur which had a CSA office. CSA funded and helped a number of villages near Yeldur. Once we reached we were given sometime for relaxation, after which we had lunch and then we divided ourselves into 4 different groups. Each group went to a different village. The village I went to was Bovahalli. The moment we reached the village, we were welcomed by small, little children who showed us around the village. We had the privilege of visiting the houses in the village. We spoke to a few of the villagers asking about how CSA helped them live a happy life. CSA helped build washrooms in the village. The children of the village were very talented. A girl of about 18 was pursuing CA. Another boy was ready for his 12th Board Exams. After visiting all the houses we gathered near the village school. The children showcased their talents. We learnt a folk song from them. We even played a few games with them. Then we met the women who were a part of the selfhelp group. They told us that the government is not helping them much. They receive most of the help from CSA and they are very thankful to CSA for that. After an hour long discussion with them, we headed back to our camp in Yeldur.

The next day we again divided ourselves into 4 groups and went to another village. Half of us painted a school and the other half went to a nearby school to interact with the kids. After finishing the painting work we saw Ganesh Chaturthi celebrations in that village. It was really nice to see the entire village coming together to celebrate the festival. We then returned back to Yedur and after having lunch we headed back to Christ University.

The Village exposure not just showed us the way the people there live but also gave us an opportunity to experience their lives for two days. The weather so pleasant, the air so fresh gave us a chance to freshen up ourselves. On the other hand, it also taught us the various hurdles that the people in villages face. The children in the villages had no complains but they also wanted a sparkle, an opportunity where they could learn, grow and shine. Once we start ensuring that the villages get well equipped with technology and advanced style of living, we can claim that we are progressing as a nation.

I would express my sincere gratitude toward Professor Issac P Elias and Professor Phinu Jose for giving us such an amazing experience which we would cherish our entire life.

- **Deshna Saraogi**

1520573





REFERENCES:

- http://en.wikipedia.org/wiki/Social_responsibility
- http://en.wikipedia.org/wiki/Corporate_social_responsibility
- www.christuniversity.in

















