



Estd : 1830



Scottish Church College

NAAC Re-accredited Grade 'A' Institution (3rd Cycle) • 100th rank in NIRF 2023

Organises

International Workshop on “Systematic Implementation of Service-Learning Practices Integrating Whole Person Education” (Phase-2)

Sponsored by

**United Board for Christian Higher Education in Asia
(UBCHEA)**

Date: 24.08.2023 - 25.08.2023 (Thursday and Friday)

Venue: Scottish Church College
1 & 3, Urquhart Square, Kolkata-700006

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ABOUT THE COLLEGE

Scottish Church College was established in 1830. The college founder, Rev. Alexander Duff, was the first missionary to India from the Church of Scotland. His idea was to set up an institution, which linked western education with Christian mission and the eventual progress of the people - years later the College is committed to the vision of its founding father and aims at academic excellence along with social awareness and character building. The aim of the College as that of its founder is primarily to impart liberal education pervaded by the universal principles and spiritual and moral values based on the life and teachings of Jesus Christ; also to produce intellectually sound, morally upright, socially concerned and spiritually oriented men and women to be of service to the nation.

INTRODUCTION

National Education Policy, 2020 has evolved a new definition of education. While the previous policies had given importance to issues of equity and access, this policy aims at producing engaged, productive and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. This new policy, rooted in Indian ethos, paves the foundation for public service in education; it also opens up the space for a new discipline called Service-Learning. The philosophy of service-learning is based on experiential learning where students can implement their learning for community service. In phase-I, the emphasis was given on the philosophy and pedagogy of service-learning; in phase-2, the role of community partners, students and institutions are more significant in making our knowledge and skills inclusive and holistic. Therefore, it is a bridge between theory and practice. Applying academic knowledge for community service adheres to the new education policy's commitment to our fundamental duties and constitutional values. The circle of these three stake holders (community, institution and students) highlights the diverse and plural nature of our society. This linkage paves the way for holistic and experiential education and also emerges as a creative and constructive response to the foundation of our future generations.

Today there are many changes as well as challenges in the educational landscape. Along with poverty, unemployment and unskilled labour, artificial intelligence, technology and data science are also taking over. Against this backdrop, the spirit of service should be nurtured and kept alive. Moreover, commitment to ethics, human and Constitutional values should be given importance. Therefore, the teachers of Higher Education Institutions (HEIs) should encourage the students to provide service to society. Education is not only fundamental to achieve human potential but also recognise and foster the unique capabilities of each student. The Higher Education Institutions (HEIs) must facilitate proper resources to initiate this network between faculty members, students and the communities in need of service.

The primary objective of the programme is to enable faculty members to

comprehend the significance of civic engagement in implementing our knowledge for greater welfare of society; the ethos of service-learning should motivate them to prepare themselves as facilitators in public service. Moreover, this new pedagogical intervention makes us conscious about the needs of different communities. The programme shall enable us to become more responsible for our communities and the larger society.

Objectives of the Programme

- a) To aware faculty members how community partners, institutions and students can forge linkages and collaborations for people's welfare.
- b) To discuss the meaning and dimensions of holistic, integrative and experiential learning.
- c) To prepare our faculty members and institutions for collaborative partnership between college and community.
- d) To enable faculty members for creative and critical thinking in their disciplines as well as service-learning.
- e) To equip them with the methods of application in service-learning.

Intended Outcomes of the Programme **The participants should be able to:**

- a) Understand that there is no rigid separation between academic studies and community service.
- b) Focus on conceptual understanding and extend our learning beyond the conventional classroom teachings.
- c) Make their knowledge more inclusive and try to apply in the local context.
- d) Understand that teachers and students both are at the heart of this learning process.
- e) Recognise that our involvement in socio-civic issues through building the bridge between knowledge, service and active participation.

Resource Persons:

a) Mr. Hon Maode

Deputy Head of the Office of Service-Learning
Ngee Ann Polytechnic, Singapore

b) Lentson Amos P

Consultant, Assistant Director of South Asia Programs
United Board

c) Dr. Anita Tiphagne

Assistant Professor, Department of Social Sciences,
Lady Doak College

d) Dr. G. Jayanthi Kalaivani

Assistant Professor, Dept of Chemistry,
Lady Doak College

Participants

Faculty members of the colleges, who are willing to learn about service-learning and implement it in the curriculum.

Conclusion

The faculty development programme shall try to bring in a useful dimension of service-learning in academic studies and the faculty members shall learn the techniques and methods to engage students in this new subject.

Patrons:

The Rt. Rev. Dr. Paritosh Canning, Bishop of Kolkata
Dr. Swapan Kr. Mukhuty, Secretary, Scottish Church College Council

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