A joyful and wholesome program of community interaction by youth

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Abstract
It is time to make learning more interesting, by developing interactive youth programs that can provide joyful and wholesome experiences. The key issues of adolescents generally revolve around the following: managing emotions, a strong need for identity, relationship building, resisting peer pressure, communicating one’s feelings and emotions, negotiating safer life situations, etc. The purpose of this study was to evaluate the joyful and wholesome community interaction program that was developed and implemented for Std. XI youth by students and analyse student’s experiences through students’ interview. A purposive sample of 105 students planned and conducted educational games and activities for primary children challenged due to demographic, physical or socio-economic reasons. Most of the students- enjoyed the overall program and interaction experience, thought the program was useful in many ways for future, were eager to participate in such programs in future and reported a good response from school children during their interaction. The interaction with children belonging to a challenged background did instil few realizations in the students. Therefore, such community interaction programs need to be planned as a part of HSC schedule in the Indian settings.

Keywords: Youth, community interaction, joyful and wholesome

Introduction
The present educational experiences fail to appeal youth, being the least motivating and meaningful to them. The researcher believes and it is proved, that a paradigm shift (Gilbert, 2005 as in Dykhuis, 2010) [6] helps achieve greater realization about self-worth. Self-concept is heavily influenced by social comparison, and frames of reference. Each person makes his or her, self-assessment from social comparison which is important for, the purpose of self-evaluation (Sestito et al., 2010; as in Bong and Skaalvik (2003) [5]). It is time to make learning more interesting, by developing interactive youth programs, that can provide joyful and wholesome experiences. (Sarah Basu, 2012) [4] Such interactions can bring about, a shift in their frame of reference, by self-assessment through social comparison. (Sestito et al., 2010; as in Bong and Skaalvik (2003) [5] In a broader sense of life, it is our frame of reference that influences our future decisions, choices and happiness. A comparison to the more fortunate people in our society, will always make a person feel dissatisfied and unhappy. As, we shift our frame of reference and relate to the seemingly disadvantaged, challenged and deprived in community, some awakening and realization about our self-worth, is surely instilled. (Mead, 1934 as in Bong and Skaalvik, 2003) [5] This helps us to be contented with, what we have and lead a happy life. So, the researcher sensed a need to develop a program for the urban adolescents, to awaken empathy and social responsibility in them.

Background of study
Education
Education today, can be relevant, only if it helps unfold the full potential of the child and links the development of child with society. (CABE Committee report) [23] Through education we can inculcate the feeling of self-sacrifice, patriotism, critical and analytical thinking, character building, etc., which may transform an individual and society. (Agarwal, 2006) [1]; children learn to adapt to their socio-environmental surroundings, to cooperate with each other, to develop social vision and to undertake hardship for the betterment of society.
Adolescent Education
Adolescent education is the backbone of the country’s development and it is unfortunate that there is no uniformity at this level in our country. (Agarwal, 2006) [1] Adolescents attending urban schools are subjected to extreme competition from a very early age, to qualify for admission into the best schools. (India-2006.pdf) [21]

Community interaction
Community service programs are generally, non-curriculum based, recognized by school, may be compulsory or voluntary, and include activities that take place off school grounds or within school. Some schools do not have service learning due to lack of time, lack of funding, absence of coordinator, etc. (Spring, Grimm and Dietz, 2007) [17]

Joyful and wholesome
The meaning of wholesome as per dictionary is- promoting health or well-being of mind or spirit; sound in body, mind or morals. The definition of joyful as per the dictionary is expressing delight or happiness; full of joy as a person or one's heart; glad; delighted; experiencing, causing or showing joy. (Merriam-Webster dictionary) [22]

Rationale of study
The key issues of adolescents generally revolve around the following: managing emotions, a strong need for identity, relationship building, resisting peer pressure, communicating one’s feelings and emotions, negotiating safer life situations, etc. (Sinkar and Aurora, 2012) [13] Adolescents suffer from mental illnesses, psychological distress, depression, anxiety, negative emotions which leads to suicidal ideations, (Muris, 2001; as in Valois et al. 2015) [18] drug and substance abuse (Ford and Schroder, 2009 as in Valois et al. 2015) [18] and sexual risk behaviours. (Hessler and Fainsilber-Katz, 2010 as in Valois, Zullig, Hunter, 2015) [17] Social experiences may develop responsibility and, may successfully enact new behavioural demands and expectations. (Wood et al., 2007) [19] Iso-Ahola (1999; as in Fawcett, Garton and Dandy, 2009) [7] writes that, externally prompted behaviour sometimes becomes self-determined through a process of identification. Adolescents may require a similar push. Fawcett, Garton and Dandy (2009) [7] expressed a need to provide adolescents with a variety of structured leisure activities that foster positive development. Certain kinds of service help young people, discover unknown aspects of themselves and see new relationships between themselves and society and the experience of dealing with and assisting people could have impact on self’s capacity for doing good to others, which may prove to be a good opportunity for adolescents (Reinders and Youniss, 2006) [12]. Dykhuis (2010) [8] suggests that, student volunteering could be equally beneficial to themselves and their community, and supports the studies about teenagers being at a peak time of self-growth but do not necessarily have sound self-knowledge. A paradigm shift can alter some of future decisions (Gilbert, 2005; as in Dykhuis, 2010) [6]. The program has been termed as community interaction and not community service, as interaction isn’t a favour instead it involves mutual give and take and lacks continuity as in service due to hectic HSC schedule. During the interaction, adolescents can exert their power of influence, to act as responsible citizens and are showered with, a lot of love and affection by the children (who are disadvantaged) in community. The children enjoy the awaited attention and a joyful learning experience, from the youth, who can connect with them better and appeal them greatly. So, the researcher planned to develop a program with an objective of awakening empathy, social responsibility at Junior College level.

Review of related literature
McKay, (2011) [9] explored the effect of out of school programs on youth autonomy, social competence and problem solving skills. It is a case study of resilient community and a cross-sectional exploratory study of 30 youth between 14-16 age. More of qualitative, a pre-post survey design along with focus group interviews, classroom observations and content analysis were used. It was found that Resilient communities promotes positive youth development outcomes, five themes emerged form analysis are: adults were experienced as allies, nurturing autonomy and social responsibility, developing social competence and perspective-taking, facing challenges and solving problems and outlook for the future. As Youth enter middle adolescence (14-17 years) they become identity seekers and need more decision-making opportunities. (Zeldin et al., 2005; as in McKay, 2011) [9] Out-of-school programs that promote strong youth engagement and educationally sound and well-delivered content are associated with positive outcomes on out-of-school settings. (Grossman et al., 2009; as in McKay, 2011) [9] Youth’s active involvement in community encourages growth in social life and other practice skills promoting reliance and helping youth to better navigate society. (Brennan, 2008; as in McKay, 2011) [9]

Statement of problem
To evaluate the joyful and wholesome program of community interaction developed for Std. XI students and analyse their experiences after implementation of program.

Objectives
1) To explore the concept of a joyful and wholesome program of community interaction by youth.
2) To evaluate the joyful and wholesome program of community interaction based on students’ feedback.
3) To analyse youth’s experiences after implementation of the joyful and wholesome program of community interaction.

Operational definitions
1) Youth
For this Research, Youth are students studying in the Std. XI, whose age group lies between 15-16 years.

2) Community Interaction
Community interaction is a service activity that involves visits to nearby schools for children who are challenged due to some, socio-economic, demographic or physiological reasons. During the visit youth conduct the educational activities for the children.

3) Joyful and Wholesome
Joyful and wholesome denotes a program consisting of Interpersonal communication which is full of joy and promotes well-being of mind and spirit. Youth connect to children through the activities that create joy and happiness and develop a bonding of affection between them.
Research methodology
A grounded theory approach was suitable as researcher aims to explore the concept of a joyful and wholesome program of community interaction for std. XI students. The purpose of this research study is to evaluate the developed program and analyse experiences, that needed a qualitative approach. Such a program has yet to be studied on adolescents in Indian background. A self-prepared and validated Questionnaire was given to students, after completion of the program and few students were interviewed. It is supported by photos and interviews.

Procedure
- Preliminary document planning and preparations for program.
- Random selection of students for program from selected Institution.
- Orientation and Sensitization of newly admitted Std. XI students by teachers.
- 4-5 hours of Skill development workshop of the selected students.
- Final discussion of activities planned by students with mentors’ guidance.
- Actual visit of student groups with mentor teachers to the respective places for allotted time and day, with photos and videos.
- Re-planning and re-visit
- Filling of Questionnaire by students
- Interview of few students.

Population
The population is all Std. XI English medium students of any stream from co-ed Junior Colleges affiliated to H.S.C Board Pune city of Maharashtra State.

Sampling
Purposive sampling was used for this research study, its purpose was to explore a concept of joyful and wholesome program for middle adolescent group of students. The current research study is qualitative in nature for which Purposive sampling is most suitable. Concept sampling or Theory sampling, a type of Purposive sampling was used for this study, since the researcher needs to explore the concept of developing a program for urban adolescents.

Sample Size
The sample size was 105 students which include 60 males and 45 females. Actual sample size was more but there was a sample loss due to absenteeism, drop-outs, incomplete filling of questionnaires and shifting of students between classes. 20 students were randomly selected for interviewing including those who readily volunteered to be interviewed.

Data Collection tools and techniques
For the present study tools and techniques used for Data collection were:

Questionnaire for students
Questionnaires rely on written information supplied directly by people in response to questions. (Singh, 2004) [16] Questionnaire was prepared by the researcher for collecting the responses from students regarding the program and experiences.

Questionnaire was prepared by the researcher under the guidance of educationists, experts from the field and colleagues. It was predominantly, a structured questionnaire with few unstructured questions containing both open and closed ended questions and more opinion based. The questionnaires were prepared and validated by experts in the field, few teachers, students and authorities to determine its trustworthiness. It was modified based on their suggestions and re-tested on pilot group of students during pilot study. The results were compared with the content of Interview.

The questions were framed in proper psychological order of general to specific as given below.
I) General Questions (Q. 1-8)
II) Questions based on Interaction (Q.9-11)
III) Questions based on planning of activities (Q.12-13)
IV) Personal Questions (Q.14-17)

Interview of students
Interview can be most effective in areas where human motivation is revealed through actions, feelings and attitudes. (Siddhu, 1985) [14] Interview was a semi-structured type with fixed number of questions, that were based on the activity to understand participant’s experiences, and framed by the researcher under guidance of experts to check trustworthiness of questions. Randomly few students were chosen for interview wherein they were asked to describe their experience of visit.

A semi-structured Interview was administered after rapport building with the selected 20 Students. They were selected randomly (from each group) and those who voluntarily agreed to be Interviewed. The interviews were video recorded only after taking the consent of participants. Being semi-structured and a part of the qualitative approach of this study, participants were encouraged to share their experiences. To avoid distraction, no notes were taken during the interview. The participants were excited and enthusiastic to be interviewed and displayed innocence and positivity.

A group of 6-8 students were requested to assemble in a classroom at the scheduled time. Interview questions were few, simple and straightforward. Selected students were told the questions so that they can ponder and think over it. The purpose of Interview was explained and confidentiality of the content was discussed with them. Class-room was the most suitable venue as the participants were accustomed to it and there was ample place supported with good ventilation and open atmosphere. Individual interviews were conducted and recorded with the help of a mobile phone as students are used to it. Mobile is also handy to use, cheaper, easily available and convenient to store data temporarily.

The questions that were asked for the Interview were as follows:
- a) Can you tell me your name and division?
- b) Name the school you visited?
- c) What was your experience?
- d) Do you think such activities should be included in curriculum?
- e) If Yes/No, why do you feel so?

Photos and Videos
Photos and Video evidences were recorded and collected to confirm the findings from data collected by above techniques.
Analysis of data

Analysis of questionnaire responses

Being a qualitative study, the responses of students to the questionnaire were recorded, tabulated and analysed per question. Every detail of responses, any other comments and suggestions were studied. These were tallied with the content of the interviews to confirm the findings. Incomplete questionnaires were not considered for further analysis.

- Responses were classified based on types of questions i.e. rating type of questions and multiple option type of questions. The responses for each type of question were tabulated differently and analysed separately.
- Altogether there were 17 questions in the questionnaire for which Q. 1, Q. 3, Q. 5 and Q. 10 were rating type of questions for which single options had to be ticked in the questionnaire.
- The options for rating type of questions were generally as follows:
  a) Great extent/Yes/Good
  b) Some extent/Maybe/Satisfied
  c) Little extent/ may not /less than expected
  d) Un-decided
  e) Not at all/No/Un-satisfactory
  f) Not applicable

- For e.g.
  1) How would you rate the response of school children when you interacted with them?
     a) Good b) Satisfactory c) Undecided d) Less than expected e) Unsatisfactory f) Not applicable

- From the 17 questions of the questionnaire, Q. 2, Q. 4, Q. 6, Q. 7, Q. 8, Q. 9, Q. 11, Q. 12, Q. 13 were questions where multiple options could be ticked for each question. Thus options ‘a, b, c, d’ are different based on the area of response needed for each question. While generally option ‘e’ and ‘f’ stands for Not applicable can’t describe and any other response/open to individual.

  - For e.g.
    2) In what way, do you think this interaction with school children made a difference in you? (You may tick on more than one option if you want)
       a) Made you feel more responsible.
       b) Made you feel concerned for them.
       c) It was a learning experience.
       d) Made you feel more confident.
       e) Not applicable/ can’t describe.
       f) Any other

- Not applicable or can’t describe was included after suggestion from teachers as some felt that students especially those visiting schools for challenged may not be able to describe the response or they may not find the question applicable to their experience.

- Any other option was to invite additional or alternate open responses from students and responses different from those listed below the question.

- Q.14 and Q. 15 were personal questions to know the gender of student and name of school visited by them.
- Q. 16 was related to fetch information about the activities that students thought, had yielded maximum and minimum responses by children during the students’ visit.
- Q.17 was to describe any touching experience or any suggestions or any other comments related to entire program.

Analysis of interview responses

- Interviews of students that were recorded in the mobile, were listened carefully, for analysing students’ thoughts and experiences during the community interaction program. Some common themes were identified based on the content of interviews and data was tabulated under the themes. Interviews of 20 students could be successfully recorded and analysed.
- This was compared to responses of questionnaire and confirmed through photos and videos that were recorded during program. Photos of the program and visit are given at the end of the research paper.

Findings

Questionnaire Responses By students

Response to rating type of questions

Table 1: % of Responses of students to rating type of questions

<table>
<thead>
<tr>
<th>Q. no</th>
<th>Areas of evaluation</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overall Enjoyment</td>
<td>58</td>
<td>36</td>
<td>05</td>
<td>01</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Usefulness of Experience</td>
<td>37</td>
<td>56</td>
<td>06</td>
<td>-</td>
<td>01</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Future Participation</td>
<td>44</td>
<td>51</td>
<td>-</td>
<td>01</td>
<td>01</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>Response of children</td>
<td>70</td>
<td>28</td>
<td>01</td>
<td>01</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>209</td>
<td>171</td>
<td>12</td>
<td>03</td>
<td>02</td>
<td>00</td>
</tr>
</tbody>
</table>

Table no. 1 denotes the percentage of students with the option chosen for every single option type of question. Most of students have selected option ‘a’ that stands for Good/Great extent/Yes as options. 53% students have opted for highest positive option, 43% have opted for next positive option, 3% have least positive opinion and less than 1% have reported a negative response or are undecided. The details of responses per question and their pie diagrams are given below.

Question-wise responses

Graph no. 1 Bar graph showing part of program most liked by students

Graph 1: denotes overall responses of students to single option type of questions.
**Pie diagram no.1 Overall response**

**Pie diagram 1:** shows that 99% students reported a positive response while 1% reported undecided or negative response.

**Pie diagram no. 2 Overall enjoyment**

**Pie diagram 2:** shows that 58% of students enjoyed the overall program to great extent and 36% enjoyed to some extent. 5% enjoyed to a little extent while 1% reported as undecided.

**Pie diagram no. 3 Usefulness of experience**

**Pie diagram 3:** shows that 37% of students reported great usefulness of program experience to great extent and 56% reported some usefulness of program. 6% felt the program experience was useful to a little extent while 1% reported no usefulness.

**Pie diagram no. 4 Future participation**

**Pie diagram 4:** shows that 51% of students will surely participation in such a program in future and 44% may participate, 4% were undecided while 1% do not wish to participate in future.

**Pie diagram no. 5 Response of children**

**Pie diagram 5:** denotes that 70% students reported good response from school children, 28% reported satisfactory, 1% felt it was less than expected while 1% were undecided.

**1) Response to Multiple option type of questions**

Table 2: % of Responses of students to multiple option type of questions

<table>
<thead>
<tr>
<th>Q. no</th>
<th>Area of response</th>
<th>Option</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Part of Program most liked</td>
<td></td>
<td>79</td>
<td>23</td>
<td>39</td>
<td>33</td>
<td>01</td>
<td>07</td>
</tr>
<tr>
<td>4</td>
<td>Usefulness of program</td>
<td></td>
<td>58</td>
<td>48</td>
<td>35</td>
<td>22</td>
<td>03</td>
<td>08</td>
</tr>
<tr>
<td>6</td>
<td>Aim of Interaction</td>
<td></td>
<td>52</td>
<td>51</td>
<td>77</td>
<td>36</td>
<td>00</td>
<td>05</td>
</tr>
<tr>
<td>7</td>
<td>Challenging Part</td>
<td></td>
<td>49</td>
<td>18</td>
<td>47</td>
<td>24</td>
<td>14</td>
<td>05</td>
</tr>
<tr>
<td>8</td>
<td>Realizations from experience</td>
<td></td>
<td>70</td>
<td>50</td>
<td>36</td>
<td>35</td>
<td>07</td>
<td>02</td>
</tr>
<tr>
<td>9</td>
<td>Interaction Experience</td>
<td></td>
<td>60</td>
<td>77</td>
<td>57</td>
<td>11</td>
<td>01</td>
<td>03</td>
</tr>
<tr>
<td>11</td>
<td>Interaction with Peers</td>
<td></td>
<td>76</td>
<td>34</td>
<td>61</td>
<td>28</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>12</td>
<td>Difference in Attitude</td>
<td></td>
<td>75</td>
<td>41</td>
<td>61</td>
<td>36</td>
<td>04</td>
<td>02</td>
</tr>
<tr>
<td>13</td>
<td>Types of Activities</td>
<td></td>
<td>41</td>
<td>65</td>
<td>82</td>
<td>28</td>
<td>02</td>
<td>04</td>
</tr>
</tbody>
</table>

Table no. 2 denotes the percentage of students with the option chosen for every multiple option type of question. Maximum responses include options like Interaction with children being enjoyed most, Inspiration from children that will be helpful in future, aim was to make aware of realities of life, realization to feel happy and contented with what they have, experienced happiness while interacting with children, felt more responsible and planned art and craft activities. The details of responses per question and their bar graphs are given below.
**Question-wise responses**

Graph no. 2 Bar graph showing part of program most liked by students

![Graph 2: denotes the percentage of students and options chosen for part of program most liked. 79% chose part of program most liked as Interaction with children, 39% chose planning of activities, 33% liked out of classroom experience and 23% liked discussion with classmates, 7% had mentioned other options while 1% couldn’t describe.](image)

Graph 3: denotes the percentage of students and options chosen for Usefulness of Program. 58% got Inspiration from children that will be helpful in future, 48% will now happily avail facilities, 35% can now lead a more contented life and 22% may chose social work as profession in future, 8% had mentioned other options while 4% couldn’t describe.

Graph no. 4 Bar graph showing possible aim/s of interaction during program

![Graph 4: denotes the percentage of students and options chosen for possible aim/s of Interaction during the program. 77% felt aim was to make aware of realities of life, 52% chose to give a joyful learning experience, 51% to develop concern for others, 36% thought as to introduce to a new atmosphere and 5% had mentioned other options.](image)
Graph 5: denotes the percentage of students and options chosen for challenging part of the program. 49% felt interacting with school children was challenging, 47% were challenged by planning of activities, 24% couldn’t understand the purpose of program, 14% couldn’t describe and 5% mentioned other options.

Graph 6: denotes the percentage of students and options chosen for realizations from experience. 70% reported their realization to feel happy and contented with what they have, 50% realized something should be done for children, 35% realized they were fortunate compared to others, 7% couldn’t describe and 2% wrote other options.

Graph 7: denotes the percentage of students and options chosen for interaction experience. 77% experienced happiness while interacting with children, 60% felt responsible, 57% were satisfied by experience, 11% were thrilled, 3% had mentioned other options and 1% experienced insecurity during interaction with children.

Graph 8: denotes the percentage of students and options chosen for difference in attitude. 75% felt more responsible, 61% reported a learning experience, 41% felt more concerned for children, 36% were more confident, 4% couldn’t describe and 2% had mentioned other options.
Graph no. 9 Bar graph showing kind of interaction with peers

Graph 9: denotes the percentage of students and options chosen for kind of interaction with peers. 76% described interaction as more of sharing of ideas, 61% reported interesting interaction, 34% felt interaction was activity based, 28% described it as face-to-face interaction, 1% couldn’t describe and 1% had mentioned other options.

Graph no. 10 Bar graph showing types of activities planned/conducted

Graph 10: denotes percentage of students and options chosen for types of activities planned. 82% planned art and craft activities, 65% reported educational, 41% described as recreational, 28% described as informational, 4% had mentioned other options and 2% couldn’t describe.

Suggestions by Students
Activities that yielded maximum response from children

Table 3: Responses from students visiting local schools for underprivileged

<table>
<thead>
<tr>
<th>Name, Place, Animal, Thing</th>
<th>Sports, outdoor games, races</th>
</tr>
</thead>
<tbody>
<tr>
<td>GK Quiz, Puzzle solving, Math problems</td>
<td>Red letter, other Icebreakers</td>
</tr>
<tr>
<td>Making paper bag and articles</td>
<td>Dog and Bone, having fun on ground</td>
</tr>
<tr>
<td>Greeting card making, Art and craft</td>
<td>Kabaddi, Hopping, dodge ball, football</td>
</tr>
<tr>
<td>tables from matchsticks, Joining blocks</td>
<td>Solar system, Map game</td>
</tr>
<tr>
<td>Drawing and Colouring, Origami</td>
<td>All activities</td>
</tr>
</tbody>
</table>

Table 4: Responses from students visiting rural schools

<table>
<thead>
<tr>
<th>Pictures and numbers activity, maths quiz</th>
<th>Games and outdoor activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art/Craft e.g. Greeting card making</td>
<td>Drawing and colouring</td>
</tr>
<tr>
<td>Mostly fun and Creative activities</td>
<td>Computer, Informative, educational</td>
</tr>
<tr>
<td>Every activity had good response</td>
<td>Dog and Bone, Parrot in cage</td>
</tr>
<tr>
<td>Scrabble, telling stories, chatting</td>
<td>Songs and dance, Dumb charades</td>
</tr>
</tbody>
</table>

Table 5: Responses from students visiting schools for challenged

<table>
<thead>
<tr>
<th>Drawing and colouring, Art and craft</th>
<th>Ball transfer and elephant tail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making wall hangings, Rakhi-making</td>
<td>Posters and greetings</td>
</tr>
<tr>
<td>Pen stand making</td>
<td>Playing kabaddi and other games</td>
</tr>
<tr>
<td>Dancing and recreational activity</td>
<td>Entertaining games, Udyog Kendra</td>
</tr>
<tr>
<td>Handmade notepad, Making paper bags</td>
<td>Tail the donkey</td>
</tr>
</tbody>
</table>

Table 6: Responses from students visiting schools for challenged

Touching experience as reported by students

<table>
<thead>
<tr>
<th>The children got attached to us, they experienced joy and refreshment and were very eager for more activities.</th>
<th>It was a good experience to play games with them and interact with them, they were happy and excited to play games.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great experience, got to learn many things and enjoyed a lot with them while playing</td>
<td>Yes, it was a touching and heart-rendering experience.</td>
</tr>
<tr>
<td>It was a great experience to see them face and tackle difficulties in day to day life and learned a lot from them.</td>
<td>I felt privileged visiting these children and it created a feeling of doing something for them in future.</td>
</tr>
<tr>
<td>My experience was very nice. It was very exciting spending time with them. It was very heart touching moment when they were showing some beautiful dancing programs. Experience was very joyful.</td>
<td>When we visited the school second time the children could recognise us, which was touching. It was a memorable experience with children, they were well-mannered. It was enjoyable time.</td>
</tr>
</tbody>
</table>
Table 7: Responses from students visiting rural schools

| I was happy and touched by seeing a small time inspirational smile on face of that children. | They are friendly, respected us a lot and happy with what they have in their life. We are very lucky |
| Some children didn’t have stationeries which touched me and made me think to stop wastage of my stationery and wanted to help them financially. | They were happy, fun-loving and cheerful. It was a wonderful, educative, inspiring and awesome experience. Had fun! |
| Children taught me important thing in life, I had got everything what I want but I am unsatisfied, and the children do not have much yet are happy. Each has different dream, wanted to make their parents proud, so why can’t I. | They had so many things they wanted to tell us and were very excited to learn new things. Their classrooms, had many beautiful things hung on the wall. The children calling out to us saying—Didi, when will you visit again. |
| They were very excited to show us their artistic side but showed somewhat the same experience during the educational activities. | When we were giving them colouring pages/craft papers/colours, the way they were asking for it and doing the respective activity touched my heart |

Table 8: Responses from students visiting local schools for underprivileged

| Was a wonderful and educative experience. I got to know and understand the children better and learned new things. | The way the children responded enthusiastically showcases their receptive stance towards the innovative activities. |
| Response of the school students was impressive, on second visit the children could recognise us which was touching. It helped me realize how challenging it is to become a teacher. | The experience was heart-touching, we learnt not to get demotivated and work hard to achieve our goal. Experience about the activity is that memories are priceless and full of happiness and joy. |
| They gave emotional and kind support to our work that was touching and when I saw no books to read for literature | Children had good potentials but due to low financial conditions, didn't get deserving facilities and opportunities, to prove themselves |

Q. no. 17 of Questionnaire was related to any touching experience that was felt by students or any other comments they would like to make regarding the program. All responses are compiled in form of tables and grouped under types of school visited by students.

Interview Responses by Students

| Table 9: Description of Overall experience |
| Sr. No. | Overall experience | No. of students |
| 1 | Overwhelming experience | 06 |
| 2 | Good experience | 09 |
| 3 | Learning experience | 20 |
| 4 | Joyful experience | 15 |
| 5 | Mutual experience | 08 |
| 6 | Touching experience | 05 |
| 7 | Inspirational experience | 14 |
| 8 | Challenging experience | 1 |

Graph 11: Bar graph denoting overall by students experience vs percentage of students

Table no. 9 and graph no 12 shows the number of students and their descriptions of the overall experience. All students (100%) expressed that it was a learning experience, most of them also said that it was joyful (75%) and inspirational (70%), 45% found it good, 40% found it a mutual experience, while it was overwhelming (30%), touching (25%) and a challenging (5%) experience for some.

Table 10: Themes identified under benefit from interview

| Sr. No. | Need/benefit of such experiences | No. of students |
| 1 | Gratefulness | 10 |
| 2 | Understand others perspective | 17 |
| 3 | Feel more responsible | 17 |
| 4 | Realizations and awakenings | 20 |
| 5 | Exposure to harsh realities | 4 |
| 6 | Be Aware of talents in children | 20 |

Graph 13: Bar graph denoting benefit of experience of such experience as expressed by students

Table no. 10 and graph no 13 shows the number of students and their descriptions of the benefits of such experiences. All students (100%) expressed that they had realizations and awakenings and became aware of talents in children, most of them said that it helped them understand others perspective (85%) and feel more responsible (85%), many (50%) developed a feeling of gratitude while a few (20%) got an exposure to harsh realities.
Table 11: Need of such experience for as expressed in interview

<table>
<thead>
<tr>
<th>No</th>
<th>Need of experience</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>20</td>
</tr>
<tr>
<td>2</td>
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<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Repeated experience</td>
<td>2</td>
</tr>
</tbody>
</table>

Graph 14: Bar graph denoting need for college students such experiences as expressed by students

As expressed by students

Student no.1
The kids were sweet, innocent, very playful and intelligent. They made us feel welcome and loved. They were like candles of joy burning bright. Such experiences make us understand the real world, what we can do to make it better and feel down to earth.

Student no.2
Children showed a lot of eagerness, potential to learn and creativity. We learnt a lot from them. Yes, such experiences should be given as we are youth, more active socially so we need to apply, feel responsible and empower others.

Student no.3
We experienced affection and love from them. Inspite of being less privileged their classes were made beautiful and vibrant. All of them enjoyed a lot and were enthusiastic and eager to learn from us. We are mature to understand harsh realities, so if given such exposures we can be responsible citizens and can be satisfied with our resources.

Student no.4
They greeted us like teachers and made us feel special. Children were enthusiastic and have good capacity to learn. Youth like us should be given such experiences as we live in a bubble of comfort, happiness and luxury. So, we need to know about them. Our mind is a clean slate we will learn good qualities from them.

Student no.5
It was a different experience, we didn’t expect so much of response from children. We can learn many things and can mould them in the right direction. They taught us the art of finding joy in small things. As youngsters, we can contribute and work hard to bring a change in their conditions.

Discussion
Responses to rating type of Questions revealed that most of the students liked Interaction with children, got Inspiration from children that will be helpful in future, felt aim was to make aware of realities of life, felt interacting with school children and planning of activities was a challenging task, reported their realization to feel happy and contented with what they have and that something should be done for children, experienced happiness and satisfaction while interacting with children, felt more responsible as a difference in attitude, described interaction with peers as more of sharing of ideas and interesting one, planned mostly art, craft and educational activities for the children. Maximum responses were reported for- Overall sports, games and puzzle activities by students visiting school for underprivileged; Singing, dancing, colouring and fun activities yielded the most response from children belonging to rural schools; Art and craft activities were the most appealing to children who belonged to schools for challenged.

Overall students visiting schools for underprivileged reported that they were happy and impressed by eagerness of children. They experienced a lot of enthusiasm and seemed to be moved by positive attitude as well as lack of facilities available for children. Generally, students visiting rural schools seem to have enjoyed the interaction and reported of having a wonderful experience with the rural children. Most of students were touched and learnt a lot while interacting with children from schools for challenged. The themes revealed from interviews of students were gratefulness, understand others perspective, Feel more responsible, Realizations and awakenings, Exposure to harsh realities, and Awareness of talents in children. All students expressed of understanding another perspective and feeling more responsible towards community.

Thus, it was found that the program was joyful and wholesome as felt and reported by students and such programs can be included in HSC schedule to instil realizations and sense of responsibility in youth.

Orientation of Students
Meetings and Discussions

Team-Building Workshop

Filling of Questionnaire

Actual visit to Schools
Conclusion

It can be concluded that students found the overall program joyful and wholesome. Overall, they had a reported of having a wonderful experience that was memorable as it touched their heart. The interaction with children belonging to a challenged background did instil few realizations in the students. This experience can help them be happy and contented with what they have and inspire them to be better human beings. Learning is most powerful when knowledge develops within context of personal and environmental demands. (Kayes, 2002; as in Perrin, 2014) [10]

Also, students have expressed that such experience should be given in college days which can help them become more responsible and contribute for betterment of community. Astin et al., 2000; as in Ponder et al., 2011) [11] found that students who participated in community service activities and experiences showed more lasting effects on personal and academic growth than this involved in classroom based learning.

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References