



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2017; 3(5): 45-56
www.allresearchjournal.com
Received: 10-03-2017
Accepted: 11-04-2017

Archana Vadeyar
Research Scholar, Tilak
Maharashtra Vidyapeeth,
Gultekadi, Pune, Maharashtra,
India

Dr. Smita Phatak
Associate Professor, Tilak
College of Education, Sadashiv
Peth, Tilak Road, Pune,
Maharashtra, India

A joyful and wholesome program of community interaction by youth

Archana Vadeyar and Dr. Smita Phatak

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.

Correspondence
Archana Vadeyar
Research Scholar, Tilak
Maharashtra Vidyapeeth,
Gultekadi, Pune, Maharashtra,
India

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) ^[11] 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) ^[6] 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 visit 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 was 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

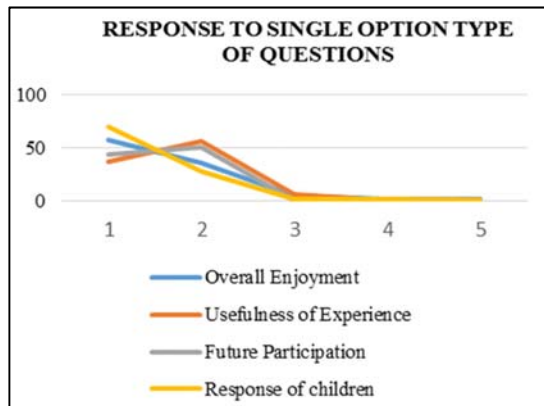
Table 1: % of Responses of students to rating type of questions

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

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.

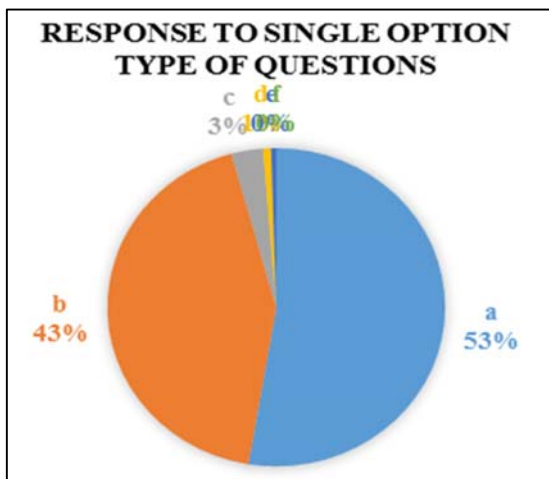
Question-wise responses

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



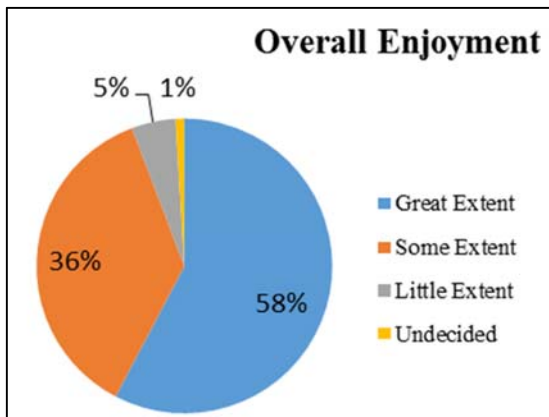
Graph 1: denotes overall responses of students to single option type of questions.

Pie diagram no.1 Overall response



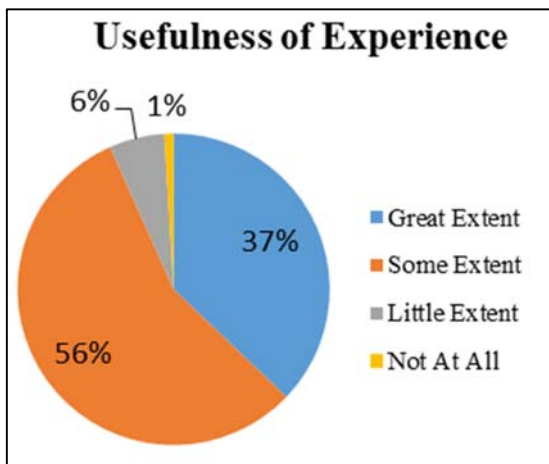
Pie diagram 1: shows that 99% students reported a positive response while 1% reported undecided or negative response.

Pie diagram no. 2 Overall enjoyment



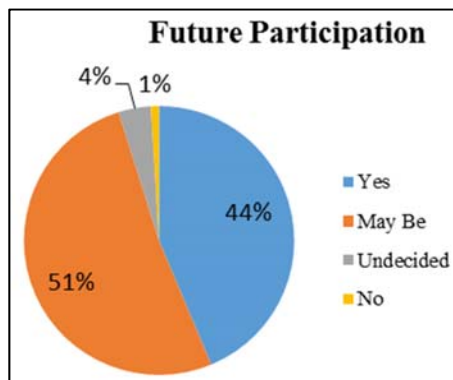
Pie diagram 2: shows that 58% of students enjoyed the overall program to great extent and 36% enjoyed to some extent. 5% enjoyed to a little extent while 1% reported as undecided.

Pie diagram no. 3 Usefulness of experience



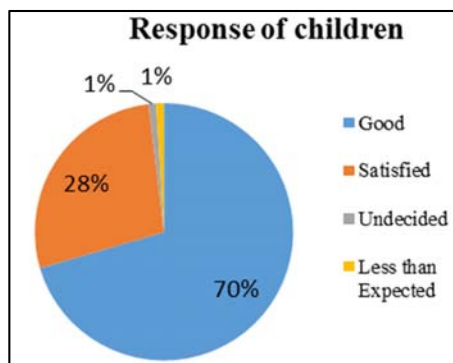
Pie diagram 3: shows that 37% of students reported great usefulness of program experience to great extent and 56% reported some usefulness of program. 6% felt the program experience was useful to a little extent while 1% reported no usefulness.

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

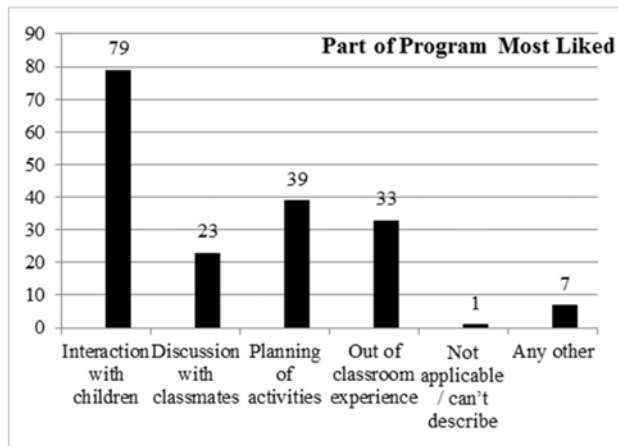
Table 2: % of Responses of students to multiple option type of questions

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

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.

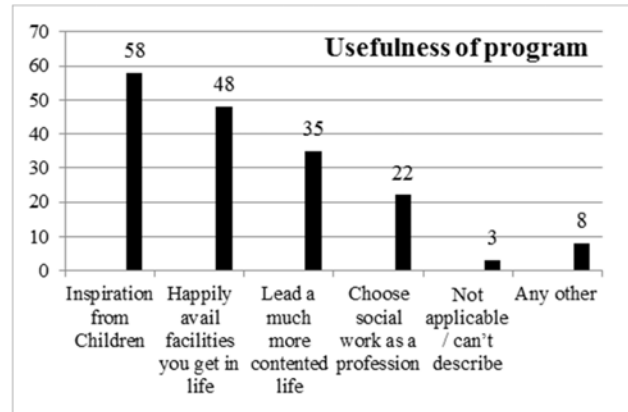
Question-wise responses

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



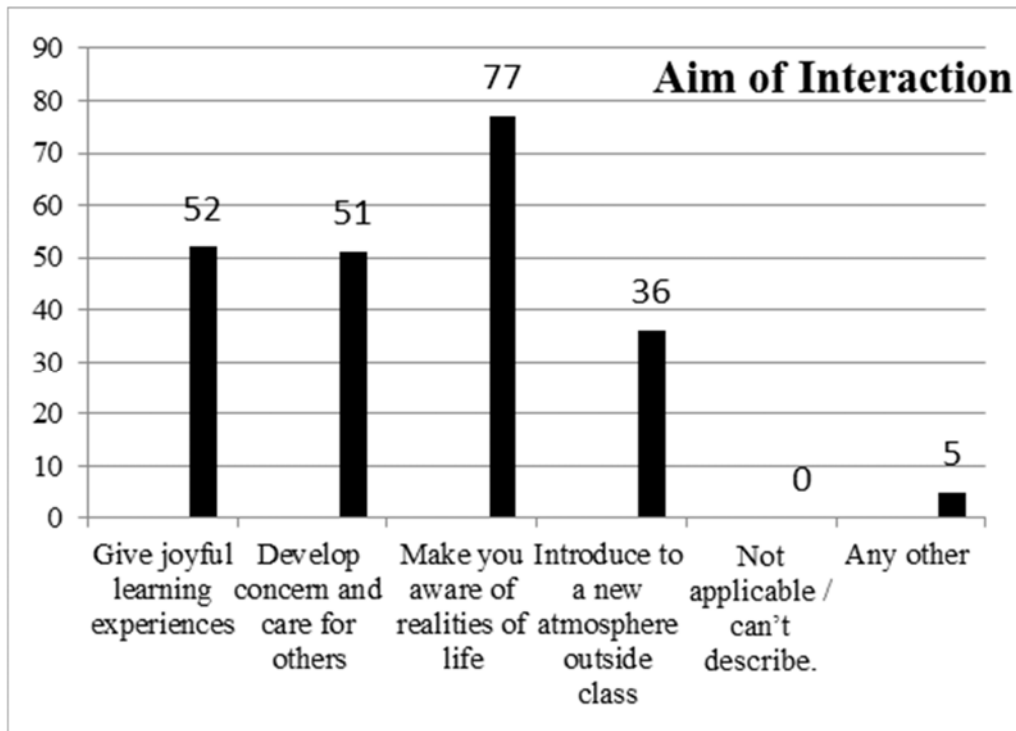
Graph 2: denotes the percentage of students and options chosen for part of program most liked. 79% chose part of program most liked as Interaction with children, 39% chose planning of activities, 33% liked out of classroom experience and 23% liked discussion with classmates, 7% had mentioned other options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

Graph no. 3 Bar graph showing usefulness of program as per students



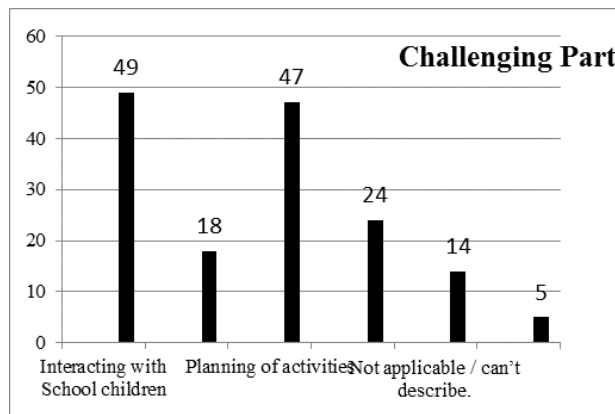
Graph 3: denotes the percentage of students and options chosen for Usefulness of Program. 58% got Inspiration from children that will be helpful in future, 48% will now happily avail facilities, 35% can now lead a more contented life and 22% may chose social work as profession in future, 8% had mentioned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

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



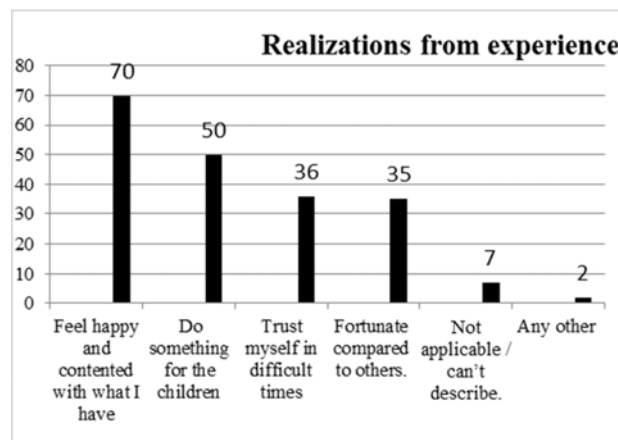
Graph 4: denotes the percentage of students and options chosen for possible aim/s of Interaction during the program. 77% felt aim was to make aware of realities of life, 52% chose to give a joyful learning experience, 51% to develop concern for others, 36% thought as to introduce to a new atmosphere and 5% had mentioned other options.

Graph no. 5 Bar graph showing challenging part of program



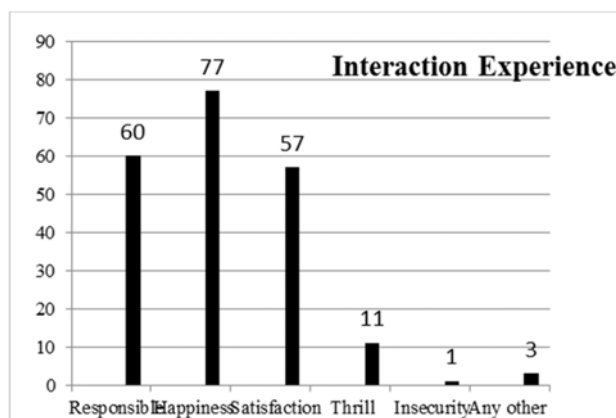
Graph 5: denotes the percentage of students and options chosen for challenging part of the program. 49% felt interacting with school children was challenging, 47% were challenged by planning of activities, 24% couldn't understand the purpose of program, 14% couldn't describe and 5% mentioned other options.

Graph no. 6 Bar graph showing realizations from experience



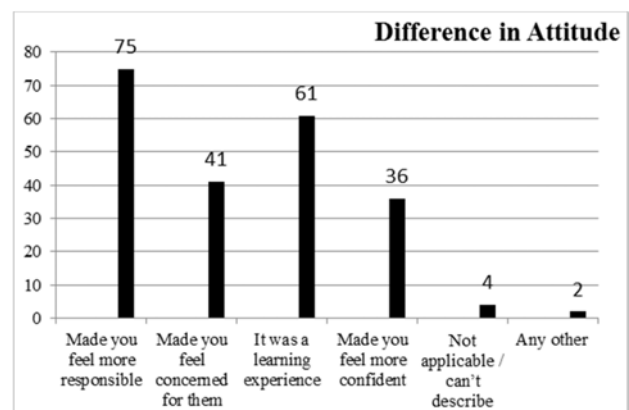
Graph 6: denotes the percentage of students and options chosen for realizations from experience. 70% reported their realization to feel happy and contented with what they have, 50% realized something should be done for children, 35% realized they were fortunate compared to others, 7% couldn't describe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

Graph no. 7 Bar graph showing interaction experience of students



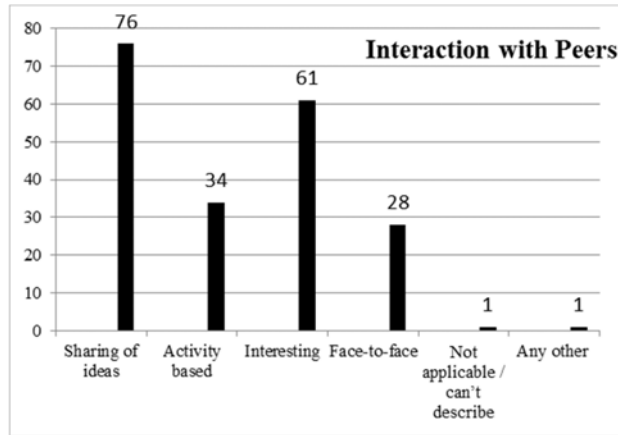
Graph 7: denotes the percentage of students and options chosen for interaction experience. 77% experienced happiness while interacting with children, 60% felt responsible, 57% were satisfied by experience, 11% were thrilled, 3% had mentioned other options and 1% experienced insecurity during interaction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

Graph no. 8 Bar graph showing difference in attitude of students



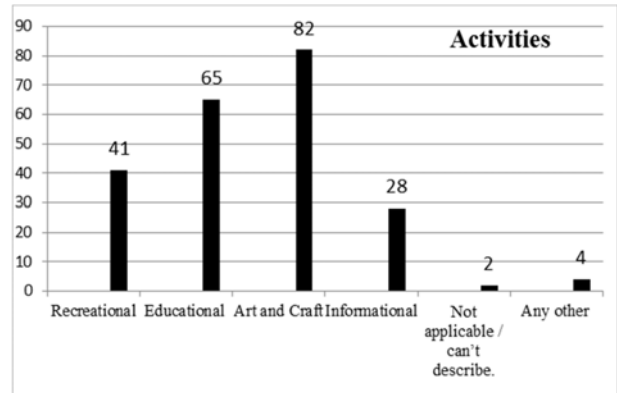
Graph 8: denotes the percentage of students and options chosen for difference in attitude. 75% felt more responsible, 61% reported a learning experience, 41% felt more concerned for children, 36% were more confident, 4% couldn't describe and 2% had mentioned other options.

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

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

Table 4: Responses from students visiting rural schools

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

Table 5: Responses from students visiting schools for challenged

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

Touching experience as reported by students

Table 6: Responses from students visiting schools for challenged

The children got attached to us, they experienced joy and refreshment and were very eager for more activities.	It was a good experience to play games with them and interact with them, they were happy and excited to play games.
Great experience, got to learn many things and enjoyed a lot with them while playing	Yes, it was a touching and heart-rendering experience.
It was a great experience to see them face and tackle difficulties in day to day life and learned a lot from them.	I felt privileged visiting these children and it created a feeling of doing something for them in future.
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.	. 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.

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

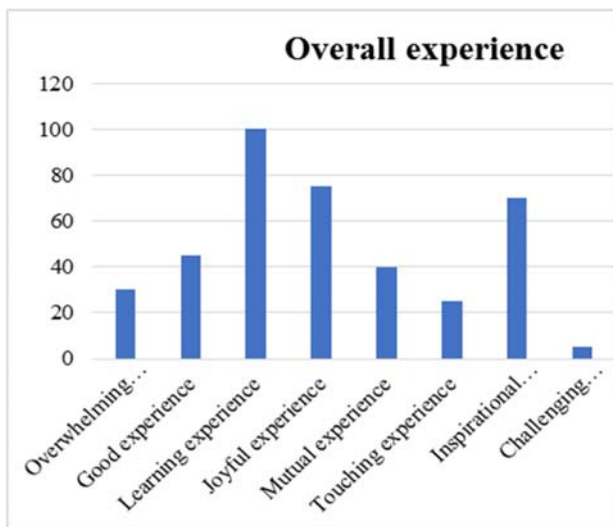
Q. no. 17 of Questionnaire was related to any touching experience that was felt by students or any other comments they would like to make regarding the program. All responses are compiled in form of tables and grouped under types of school visited by students.

(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.

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

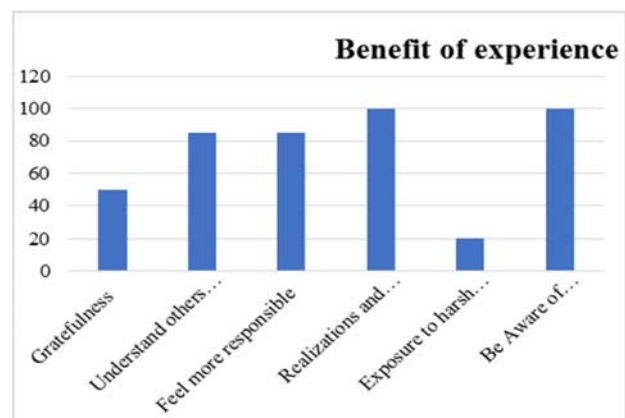


Graph 11: Bar graph denoting overall by students experience vs percentage of students

Table no. 9 and graph no 12 shows the number of students and their descriptions of the overall experience. All students

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

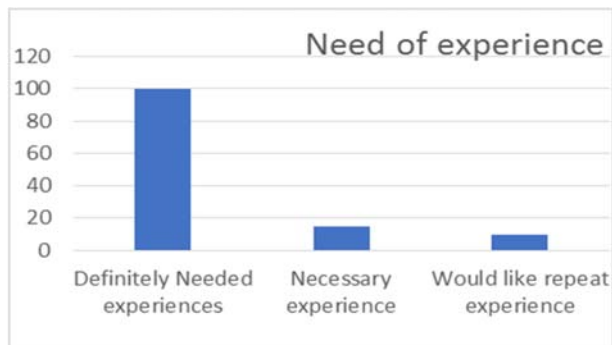


Graph 13: Bar graph denoting benefit of experience of such experience as expressed by students

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

No	Need of experience	No. of students
1	Definitely needed	20
2	Necessary	3
3	Repeated experience	2



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. In spite 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- 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.

Responses to multiple option type of questions revealed that most of 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



Actual visit to Schools



Filling of Questionnaire



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.

Acknowledgements

Our sincere and deep-felt gratitude to the management, Principal and staff of the Kalmadi Junior College, to the primary schools for their co-operation and to the students for their whole-hearted involvement.

References

1. Agarwal K. Education for New generation. Delhi, IND: Pragnu Publications, ProQuest Ebrary. Web, Ch 1-5, 2006, 1-122.
2. Allemand, Steiger, Fend. Empathy development in adolescence predicts social competencies in adulthood. *Journal of Personality*. 2015; 18(2):229-241.
3. Barr J, Higgins-D' Alessandro A. Adolescent empathy and prosocial behaviour in the multidimensional context of school culture. *The Journal of Genetic Psychology*. 2007; 168(2):231-250.
4. Basu S. Adjustment of secondary school students'. *Scholarly Research Journal for Inter-disciplinary studies*. 2012; 1(3):430-438.
5. Bong M and Skaalvik E.M. Academic self-concept and self-efficacy: How different are they really? *Educational Psychology review*. 2003; 15(1).
6. Dykhuis C. Youth as Voluntourists: A case study of Youth volunteering in Guatemala. *Undercurrent Journal*. 2010; 8(3).
7. Fawcett LM, Garton A, Dandy J. Role of motivation, self-efficacy and parent support in adolescent structured leisure activity participation, *Australian journal of Psychology*. 2009; 61(3):175-182.
8. Konrath S. A critical analysis of the Interpersonal Reactivity Index. *MedEdPORTAL. Directory and Repository of Educational Assessment Measures (DREAM)*. 2013.
9. McKay C. The resilient Community: Implications for Out of school Programming. *Child Adolescence and Social Work Journal*. 2011; 28:357-373.
10. Perrin. J. Features of Engaging and empowering experiential learning programs for college students. *Journal of University Teaching & Learning practice*, Article 2. 2014, 11(2).
11. Ponder J, Veldt MV, Lewis-Ferrell G. Citizenship, Curriculum and Critical thinking beyond the four walls of the Classroom: Linking the academic content with service learning. *Teacher education quarterly*, 2011, 45-68.
12. Reinders H, Youniss J. School-Based Required Community Service & Civic development in Adolescents. *Applied developmental Science*. 2005; 10:2-12.
13. Sharma S. Measuring life skills of adolescents in a secondary school of Kathmandu: an experience. *Kathmandu University Medical journal*. 2003; 1(3):170-176.
14. Siddhu KS. *Research Methodology*, New Delhi, 1985.
15. Sinkar G, (guide) Dr. Aurora R. An Integrated approach to assess the need to introduce life skill training to adolescents. *Jhagarwal Tibrewala Univ, Rajasthan*, 2012.
16. Singh YK. *Research Methodology, Techniques and trends*, New Delhi, 2004.
17. Spring K, Grimm R Jr., Dietz N. *Community service and Service learning in America's schools*. Corporation for National and Community service, 2001.
18. Valois R, Keith J, Zullig Hunter A. Association between Adolescent Suicide Ideation, Suicide attempts and Emotional self-efficacy. *Journal of Child Family studies*. 2015; 24:237-248.
19. Wood. D, Larson WR, Brown JR. How Adolescents come to see themselves as more responsible through participation in youth programs. *Child development*. 2009; 80(1):295-309.
20. <http://dictionary.reference.com/browse/joyful>
21. <http://norric.org/files/education-systems/India-2006.pdf>
22. <http://www.merriam-webster.com/dictionary/wholesome>
23. http://www.ncert.nic.in/departments/nie/dse/deptt/activities/pdfs/Chapter_1.pdf