

MONITORING AND EVALUATION OF SERVICE LEARNING INITIATIVES: A STUDY OF ASSAM DON BOSCO UNIVERSITY

THEMATIC AREA: 2. INSTITUTIONAL SERVICE-LEARNING PROGRAMS
**Central theme: 2.1. Monitoring and evaluation of institutional
programmes**

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Assam Don Bosco University, India

Date: 20th August, 2025

- Service-Learning (SL) = integration of academic learning + community engagement + structured reflection
- Aligned with National Education Policy (NEP) 2020 emphasis on holistic, experiential, and multidisciplinary education
- Assam Don Bosco University: SL as a **credit-based, institutionalized program** (achieved through capacity building initiatives-orientation, training, self-paced learning, SL fellowship for students and faculty)
- Framework guided by Andrew Furco's (2002) **five dimensions** of self-assessment rubric; Dewey, Piaget, Vygotsky's theories; and 3H approach (Head, Heart, Hand)



Experiential Learning

- Based on Dewey's and Kolb's experiential learning theories, emphasizing concrete experience, reflective observation, abstract conceptualization, and active experimentation in service learning contexts. (Ord, 2012)
- *Concrete experience*- through community service
 - *Reflective observation*- of service outcomes and processes
 - *Abstract conceptualization*- linking theory to practice

Constructivist Approach

- Incorporating Piaget's and Vygotsky's constructivist theories, focusing on social interaction, collaborative learning, and knowledge construction through meaningful community engagement and peer interaction. (Nandi & Das, 2023)
- *Social interaction*- in community settings
 - *Collaborative learning*- through group projects
 - *Knowledge construction*- through practical application

🎯 Aim / Purpose

- To analyze the structure and assess the effectiveness of ADBU's Monitoring and Evaluation (M&E) framework in SL, focusing on its role in tracking-
- ✓ Student engagement
- ✓ Community impact
- ✓ Learning outcomes

🎯 Objectives

By the end of the study, we sought to-

- ✓ **Examine** the components of ADBU's SL M&E framework
- ✓ **Evaluate** its effectiveness in linking academic outcomes with community needs
- ✓ **Identify** strengths and gaps in the current M&E process
- ✓ **Recommend** strategies for enhancement through a MEAL framework

Quality & Impact ensured through a **structured Monitoring & Evaluation (M&E) framework** [also founded on the dimensions of Furco (2002)]

⚙️ Framework bases:

- 🎓 Faculty mentoring
- 💻 Use of digital tools (MOODLE as LMS)
- 💬 Student reflection activities
- 🏠 Community feedback mechanisms

❓ Evaluation Levels:

- 📝 **Formative**: session quizzes, reflection logs, ongoing mentoring
- 📊 **Summative**: final reports, presentations, viva voce
- 🏛️ **Institutional Review**: biennial review meetings (every semester)

Institutional support (pictorial- AC/ review meeting/student induction)

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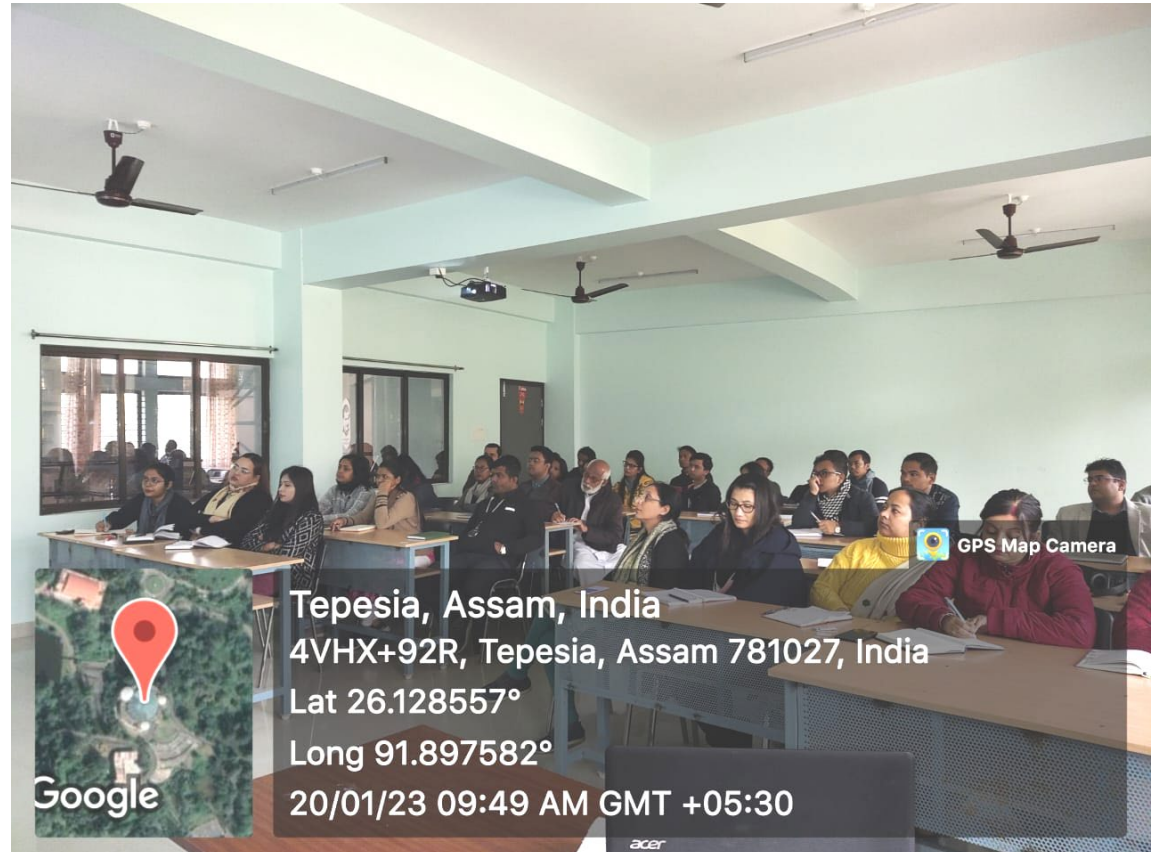
ADBU-SLA- Service-learning Review Meeting

Commencement of 1st Semester for non-B.Tech & AICTE Programmes

Announcement in the Academic Calendar



Review Meeting with SL Faculty in-charges



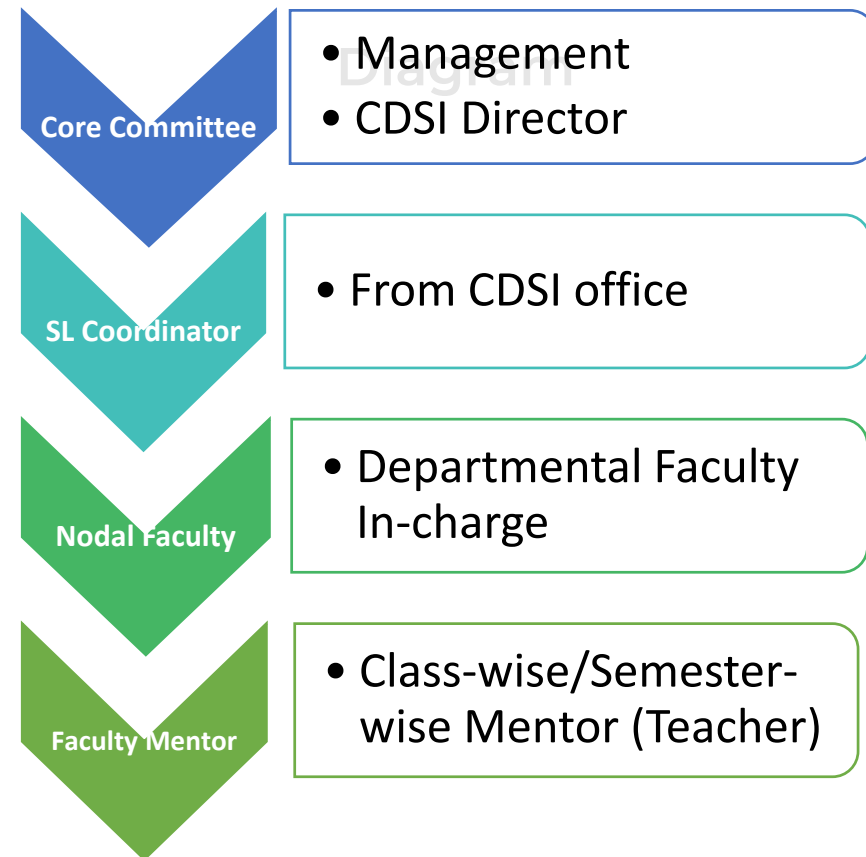
Faculty Induction by Prof. Maria Rosa Tapia

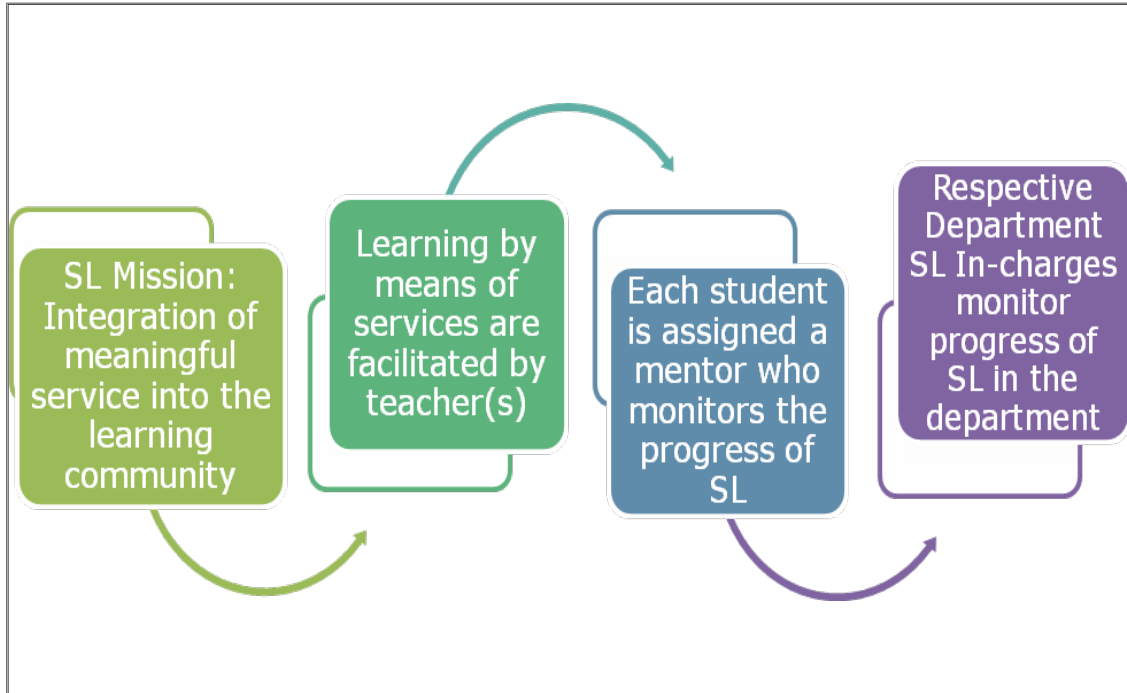


Student Induction by SL Coordinator

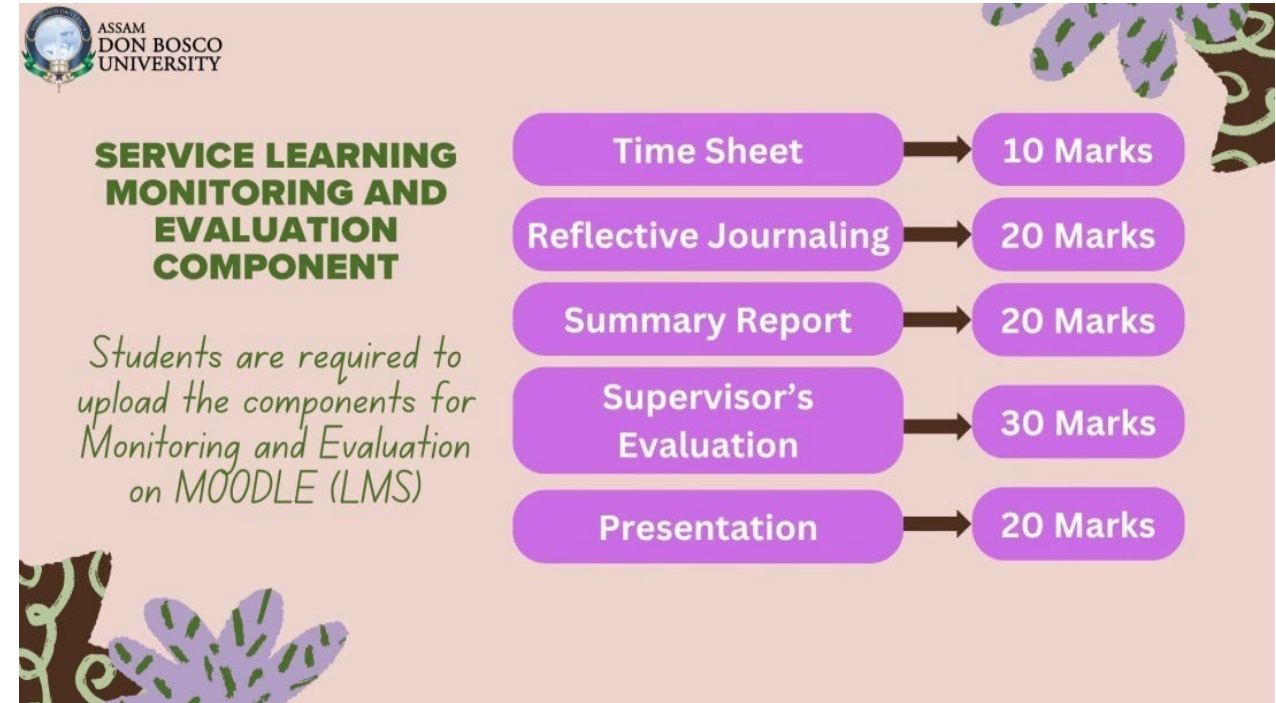
Key strengths of the M&E System at ADBU

- Structured, multi-tiered evaluation process
- Integration of digital learning management (available at moodle.dbuniversity.ac.in)
- Active faculty involvement in mentoring and assessment
- Participatory approach: student engagement + community engagement + feedback from all stakeholders
- Student reflection and self-assessment
- Institutional review and continuous improvement





Basic monitoring process of SL



SL M&E Components

ADBULMS

Dashboard / My courses / SL Tapesia 2023 UG / Service Learning Component- 4th Semester / Time Sheet

Time Sheet

Separate groups: All participants

Grading summary:

Hidden from students	Participants	Submitted	Needs grading
No	384	76	41

View all submissions | Grade

My groups
BA-EDU

Other groups
BA- ECO
BA-ENG
BA-MAS
BA-PAD
BSc-BOT
BSc-CHE
BSc-MAT
BSc-PHY
BSc-PSY

Course: Service Learning - Tapesia 2023 UG Admissions

Assignment: Time Sheet

[View all submissions](#)



Shruti Barua
Baruasshruti19@gmail.com, BA-EDU-2023

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Service Learning Time Sheet

Student Name: Shruti Barua

Semester & Department: 4th Semester, Education Department

Date	Time In	Time Out	Total Hours	Description of Service	Field/Faculty Supervisor's Signature
30-1-25	10:00 am	2 p.m	2 hrs.	Discussions on drawing and colouring.	
1-2-25	8:00 am	1 p.m	5 hrs.	Taught class 1-5 drawing and colouring.	
14-2-25	10:00 am	2 p.m	2 hrs.	Discussions on what to teach Reading and writing	
			5 hrs	Taught class 1-5 English Reading and writing numbers.	
1-2-25	10:00 am	2 p.m	2 hrs.		

Draft annotations saved

Submission

Submitted for grading

Graded

Student can edit this submission

 Service learning .pdf

18 June 2025, 2:15 PM

Comments (0)

Grade

Grade out of 10

10.00

Current grade in gradebook

10.00

Notify students ☐ ?

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Student Reflective Journaling Upload on MOODLE (LMS)

Course: Service Learning - Tapesia 2023 UG Admissions

Assignment: Reflective Diary

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Shruti Darda
Dardashruti10@gmail.com, BA-EDU-2023

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My Reflection Process

- What is your role at the community site?**
 I helped teach small children in Class I and II. I told stories, helped with reading, writing, and fun activities.
- What were your initial expectations?**
 I thought it would be difficult to teach the Children.
- Have these expectations changed? How? Why?**
 Yes, it changed. The children were friendly and welcomed us with a smile. They were happy to learn, so I enjoyed it.
- What about your community involvement has been an eye-opening experience?**
 I saw that the children were excited to learn even though they had limited access to learning tools like smart classes or good books. That touched my heart and made me understand how eager they are to learn, even with very few resources.
- How do you motivate yourself to go to your site when you don't feel like it?**

Submission

Submitted for grading

Graded

Student can edit this submission

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[Comments \(0\)](#)

Grade

Grade out of 20

19.00	
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Current grade in gradebook

19.00

Notify students ☐ ?

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Course: Service Learning - Tapesia 2023 UG Admissions

Assignment: **Summary Report**

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Learning	
Mentor's Name	Dr. Ranjita Chanda
Mentor's Signature	
Student's Signature	

A. Brief description of the activities carried out by you under service learning?
 Ans: I visited the Medikuchi LP School, Sonapur every Saturday and taught students from Classes 1 & 2. The subjects included basic mathematics, English Reading and Writing, drawing and colouring.

B. Who are your community partners and how are they involved in your service learning?
 Ans: Our main community partner was the Medikuchi LP school where we conducted teaching. The school teachers and administration supported us by giving access to the classes, helping us understand the students' needs, and guiding us on suitable topics to teach based on the syllabus and learning gaps.

C. Mention the Academic element of your service learning
 Ans: The academic element included applying the communication skills, subject knowledge, and

Submission

Submitted for grading

Graded

Student can edit this submission

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Comments (0)

Grade

Grade out of 20

19.00

Current grade in gradebook

19.00

Notify students ☐ ?

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Course: Service Learning - Tanesia 2023 UG Admissions

Assignment: Supervisor's Evaluation

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[Redacted Name], BA-EDU-2023

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Navigation icons: back, forward, search, print, etc.

Supervisor's Contact Details (No. /Email)	943517 2555 /ranjia.chanda@dbuuniversity.ac.in
Total Marks	50 marks (would be converted to 30 marks)

The objective of evaluation is to assess the student volunteer's contribution. Students can access the evaluation since it will benefit them in their learning.

Sl. No.	Description	Total Marks	Marks Obtained
1	Ability to follow guidelines, instructions and working as a team.	10	8
2	Interaction with people/student he/she worked with, respecting diversity.	10	8
3	Desire to learn, improve, integrate feedback and initiate programmes.	10	8
4	Successful completion of agreed upon responsibilities.	10	9
5	Benefit of student's service to your organization/community.	10	8
Maximum Marks: 50 marks (would be converted to 30 marks)		50 30	41 24.6

Please provide brief comments on the student's strengths and areas of improvement:

If you have any questions, please contact the student's mentor/Department/Center for Development Studies and Initiatives. Assam Don Bosco University

Submission

Submitted for grading

Graded

Student can edit this submission

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Grade

Grade out of 30

24.60

Current grade in gradebook

24.60

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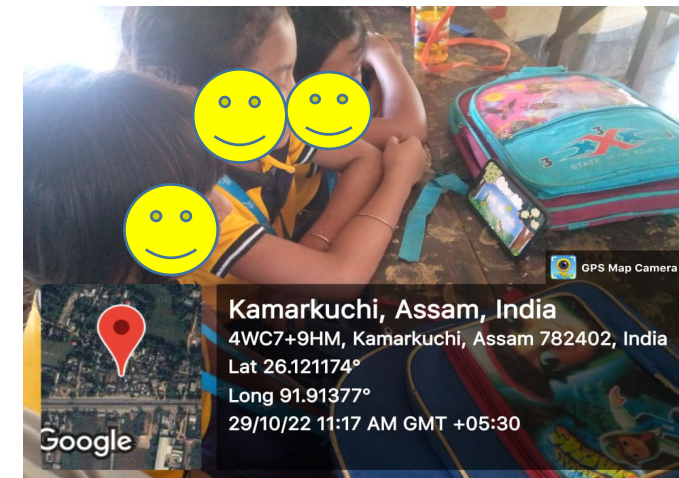
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Example – Bilingual Instructional Videos

To evaluate M&E's effectiveness in linking academic outcomes with community needs

- Interdisciplinary student collaboration (Education + Mass Communication + Social Work)
- Activity-based, bilingual content creation for primary learners (created by the students)
- Teacher training on video creation (by student and faculty)
- Measured outcomes: improved comprehension, engagement, vocabulary acquisition by the primary learners (through pre-test & post-test); Receiving community feedback



SWOT Analysis

Strengths

- Structured & institutionalized framework
- Integration of digital tools (MOODLE)
- Participatory feedback culture
- Alignment with NEP 2020
- Awareness about community and community processes (reaching out to community) (Dept. of SW & Centre for Development Studies & Initiatives as anchoring body)

Weaknesses

- Limited depth in documenting community impact
- Inconsistent integration of community feedback
- Varied student commitment levels
- Occasional dependency on faculty availability

Opportunities

- Expansion of SL to new disciplines/ transdisciplinary approach
- Capacity building & research dissemination
- International collaboration & best-practice sharing

Threats

- Tech infrastructure challenges in rural areas
- Breaking through the community
- Sustainability with growing student numbers
- Possibility risk of over-standardization reducing innovation

- **M**onitoring → tracking activities & participation
 - **E**valuation → measuring outcomes & impact
 - **A**ccountability → ensuring transparency with all stakeholders (e.g. taking their feedback with the help of standardized tools/triangulating through qualitative methods like Interpretative Phenomenological Analysis), systematize impact documentation, sustainable resource allocation and support
 - **L**earning → integrating insights into future SL design (good practices from the field)
-
- Goal: Improve learning outcomes, refine evaluation techniques, generate evidence based research and strengthen community impact, enhance quality, sustainability, solidarity and global relevance

- Furco, A. (2002). *Self-assessment rubric for the institutionalization of service-learning in higher education* [PDF]. Campus Compact at Brown University. Retrieved April 2, 2025, from <https://talloiresnetwork.tufts.edu/wp-content/uploads/Self-AssessmentRubricfortheInstitutionalizationofService-LearninginHigherEducation.pdf>
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- Nandi, A., & Das, T. (2023, December). *Constructivist theories of Piaget and Vygotsky: Educational implication and comparative study* [Unpublished manuscript]. University of Kalyani; Kazi Nazrul University.
https://www.researchgate.net/publication/376558029_CONSTRUCTIVIST_THEORIES_OF_PIAGET_AND_VIGOTSKYEDUCATIONAL_IMPLICATIONAND_COMPARATIVE_STUDY
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*muchas
gracias*