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I affirm that all author (s) have seen and agreed to the submitted version of the manuscript and their inclusion of name(s) as co-author(s).

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6.   **KEYWORDS**: Abstract must be followed by list of keywords, subject to the maximum of five. These should be arranged in alphabetic order separated by commas and full stops at the end.

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10.   **FIGURES &TABLES**: These should be simple, centered, separately numbered & self explained, and titles must be above the tables/figures. Sources of data should be mentioned below the table/figure. It should be ensured that the tables/figures are referred to from the main text.

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* Use (**ed.**) for one editor, and (**ed.s**) for multiple editors.

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PLEASE USE THE FOLLOWING FOR STYLE AND PUNCTUATION IN REFERENCES:

Books

* Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
* Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio," Ohio State University.

Contributions to books

* Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

Journal and other articles

* Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

Conference papers

* Chandel K.S. (2009): "Ethics in Commerce Education." Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

Unpublished dissertations and theses

* Kumar S. (2006): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

Online resources

* Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

Website

* Kelkar V. (2009): Towards a New Natural Gas Policy, Economic and Political Weekly, Viewed on February 17, 2011 http://epw.in/epw/user/viewabstract.jsp

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COMMUNITY DEVELOPMENT INITIATIVES IN ENGINEERING COLLEGES IN BENGALURU, INDIA

PROF. B.N.BALAJI SINGH

CHIEF MENTOR

TROIKA CONSULTANTS

BENGALURU

ABSTRACT

There is a need for imparting students enrolled in professional courses discipline-specific competences while preparing them for lives of moral and civic responsibility. This is possible only by creating awareness in the managements about the need for Community Development Initiatives and sensitizing the faculties towards the presence of such initiatives in their colleges. In India private managements, private managements with government financial aid and government themselves own the engineering colleges. Thus, the calibre and mindset of these faculties are different. Hence a research study was conducted to find out the ground realty about the faculty awareness and involvement in Community Development Initiatives. The data for the study was collected from the faculty working in engineering colleges run by different types of managements in Bengaluru, India. Responses were collected through a structured questionnaire. Chi-square test and ANOVA single factor are used for testing the hypothesis. It is found that there is no significant variation on the opinion of the faculties under different managements on the presence or otherwise of community development initiatives in their institutions, the types of initiatives, their own involvement in the same, and their role in influencing the students. These findings motivate the managements and the faculties in preparing students of engineering colleges for lives of moral and civic responsibility besides discipline-specific competences which has not been formally institutionalised in this country.

KEYWORDS

Discipline-Specific Competences, Moral and Civic Responsibility, Community Development Projects, Indian Engineering Colleges.

INTRODUCTION

There is a dichotomy between the missions of higher education; either giving students discipline-specific competence or preparing students for lives of moral and civic responsibility. Students enrolled in professional courses are a privileged lot; they cannot afford to neglect their responsibilities to the society. We must sensitize the faculties towards the presence of Community Development initiatives in their colleges and must play a role in making them a success through student's involvement. In India private managements, private managements with government financial aid and government themselves own the Engineering Colleges. Thus, the calibre and mindset of these faculties are different.

IMPORTANCE OF THE STUDY

A research study was conducted to find out the ground realty about the faculty awareness and involvement in Community Development initiatives. The findings provide a feed back to the managements of Engineering Colleges about the present status of Community Development initiatives and the action to be taken to bridge the gap.

These findings also help to motivate in preparing students of Engineering Colleges for lives of moral and civic responsibility besides discipline-specific competences which has not been formally attempted.

REVIEW OF LITERATURE

The objectives of higher education viz. to prepare the students for life and living seem to clash with creating in them awareness about social responsibility and the need for playing a role in Community Development. This problem is not easy to resolve due to four probable reasons (Andrzejewski & Alessio, 1999).

First, many educators, and policymakers isolate themselves from immediate consequences of global, ethical, and social problems. Second, these people tend to think that we can have little or no influence on the said issues. Third conventionally accepted beliefs embedded in a traditional curriculum which has been taught to the teachers recommends not to include conflicting political issues and finally, educators have not usually been taught about issues of social and global responsibility in their own educational experiences.

Hosmer's study (1999) shows, many people who are active in teaching and research in Business Ethics believe that neither their teaching nor their research 'count' for merit in relation to salary increases and promotion/tenure decisions at their institutions, and that few enjoy high levels of support from deans, faculty, or students. This is true of engineering faculty also whose performance appraisal for pay increase or promotions does not include their role in Community Development initiatives either at their personal level or at encouraging the students to do so.

Wilhite and Silver's (2005) article, 'A false dichotomy for higher education: Educating Citizens vs. Educating Technicians' and Macfarlane's (2005) paper on 'The disengaged academic: The retreat from citizenship' highlight the dichotomy between the mission of higher education: either giving students discipline-specific competence or preparing students for lives of moral and civic responsibility necessary to support a democratic society.

As Jongh and Prinsloo (2004, p. 118–119) highlight:

There is a need to move away from a measured, linear curriculum to a 'Transformatory' curriculum. Transformatory education has as its starting point that 'for learners to change their meaning schemes (specific beliefs, attitudes, and emotional reactions) they must engage in critical reflection on their experiences, which in turn leads to a perspective transformation'.

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Further, at its Johannesburg meeting, the United Nations decided to name the period from 2005 to 2014 as the Decade of Education for Sustainable Development. Issues and concerns regarding Community Development occupy a high place in the agenda for sustainable development.

A study made by the European Academy of Business in Society (EBIAS, 2005) reveals the fact that the recent educational programmes are mainly designed for corporate social responsibility (CSR) rather than citizenship.

Matten and Moon's (2004) conducted a survey in 2003 to analyse the practice of European educational programmes in business ethics and sustainability. The study consisted of the responses of 65 institutions across Europe highlights the fact that CSR in European business education is partly grounded in the environmental agenda, followed with a concern with ethics and social well-being.

The European Commission (2002) reported that CSR is intrinsically linked to the concept of sustainable development: businesses need to integrate the economic, social, and environmental impact in their operations; ownership of educational institutions is also a commercial proposition in India and in many countries and has to follow the same approach.

It is relevant to note that the Oikos Foundation, a leading international student-organisation for sustainable economics and management, offers active learning in its winter school programme (EABIS, 2005).One important type of active learning involves having community service projects embedded within academic coursework. The US experience shows that nearly one-third of all K–12 schools and half of public high schools provide such service-learning programmes (Wilhite & Silver, 2005).

Some of the benefits of these programmes are listed as:

Improved academic achievement, positive attitude toward school, increased civic engagement, social maturity, concern for others, emotional intelligence, positive self-concept, and reduced involvement in risky behaviour. It also claims that students working with other students, in comparison to students who interact primarily with an adult teacher, are more likely to be adventurous and innovative in dealing with new information as well as more likely to develop sophisticated views of how epistemological beliefs are constructed. The studies about the impact of service-learning programmes on college students seem to show similar benefits. It is shown that college students who have service-learning experience show greater evidence of community involvement following graduation than do students who did not have such experience.

A CASE STUDY ON COMMUNITY INVOLVEMENT PROJECT (CIP)

The following case study by Cetindamar, Dilek and Hopkins, Tara (2008) describes an innovative model of CSR practice in education. It is based on service learning through social responsibility and participatory democracy at a fundamental level.

Briefly, the case study deals with Civic Involvement Projects (CIP) implemented at Sabanci University, which was established officially in 1996 in Istanbul, Turkey.

The University started its formal education programmes in the fall of 1999. The university set its mission as:

"Our mission is to develop competent and confident individuals, enriched with the ability to reflect critically and independently, combined with a strong sense of social responsibility; and,

to contribute to the development of science and technology, as well as disseminating the knowledge created to the benefit of the community".

Following this mission, CIPs were developed in 1999 and have been carried out since then. They are a compulsory part of the course programme of Sabanci University because the University believes that pointing out the realities of life and learning to play an active part in understanding these, is an indispensable part of quality university education. By being involved in various issues at the grass-roots level, students gain a better understanding of the complexity of issues, and learn to see that they can make a difference through their direct involvement. The programme fits within the university's philosophy, which aims to see the students graduate as well-rounded individuals in addition to being academically and professionally successful.

CIPs are hands-on learning programmes for understanding participatory democracy, where students take active roles in civil society, dealing with various problems. They work in co-operation with national and international Civil Society Organisations and state institutions.

The underlying rationale for the CIP programme is a belief that individuals are responsible for the society and the world in which they are living. CIP strives for internalisation of participatory and democratic values through active involvement with (mostly) the local community at different levels.

The authors report, "Within our programme, we provide the necessary tools for people – our students as well as those they work with – to realise themselves. This is done through teamwork, through empowerment, through training and, of course, through direct involvement. With the exception of the coordinator and office assistants, all involved in CIP are students. All projects operate in teams, with students choosing the topic they wish to work on. Teams are led by supervisors, students who have previously completed at least one project, and have passed the application process – written application, oral interview and case study as well as recommendation from their team supervisor – to officially become part of the larger CIP Team".

As a result of their involvement in the CIP programme the authors of the case study believe that students at Sabanci University develop a better understanding of social issues – be they poverty, shortcomings of the state educational system, environmental issues, the realities of elderly in nursing homes, becoming more comfortable working with the handicapped, human rights, and other related concepts. They also develop a sense of empathy, a greater appreciation for their own fortunes, and learn to see themselves in a different light as they grow as individuals through their involvement.

As Jongh and Prinsloo (2004) describe, education on sustainability and social responsibility should embrace pedagogy of critique, possibility and engagement. Among these three, possibility is particularly important; we interpret it to mean that we, as ordinary people, might live our lives and actively participate in creating a safer, more humane, sustainable world (Andrzejewski & Alessio, 1999).

Goals of Engineering Education:

Bodogna, Fromm and Ernst (1993) proclaimed that engineering education's primary goals among several other goals should be to develop, in as individualized a way as possible, in each student:

· Integrative capability (analysis and synthesis are supported with sensitivity to societal need and environmental fragility).

· Contextual understanding capability - appreciation of the economic, industrial, and international environment in which engineering is practiced and the ability to provide societal leadership effectively.

The report: *A Vision for the Future of US. Engineers*, from the "2000 Task Force" of the American Engineering Society suggest that engineering education in the 21st century must incorporate the trend towards practice-oriented advanced degrees, incorporating teamwork and social consciousness.

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COMMUNITY DEVELOPMENT INITIATIVES IN SOME OF THE COLLEGES IN BENGALURU COVERED IN THE STUDY

GANDHIAN PRINCIPLE AND VALUE BASED EDUCATION CENTER (RV COLLEGE OF ENGINEERING)

This centre is doing social service through rehabilitation to the people suffering from leprosy and those released from prisons. Through National Services Scheme of the centre, street dramas are being staged by engineering students to create awareness regarding cleanliness to the rural people and to those who dwell in slums.

This centre has been carrying on many projects relating to education, Environment, social and economic projects and also projects pertaining to women.

This centre is giving information to AIDS related diseases, another important programme to impart knowledge to the youth in blood donation, thereby holding many camps once a year by them. About one thousand to two thousand students are donating blood to the needy.

This centre is lending eye sight by undertaking eye operation to the people of rural areas, to the lesser privileged scheduled castes and those who dwell in slums. The doctors of this centre are giving free treatment to the people of surrounding villages and especially to those affected by contagious diseases through literacy campaigns. The centre is providing adults of the villages, knowledge of literacy.

R.V.C.E. also conducts Computer Training for the poor and underprivileged women under Centre for Women's Empowerment & Skills Training (WEST) program.

R.V.C.E. also runs programs for school drop-outs under Centre for Social Service and Skills Promotion (SKIP) program

PES INSTITUTE OF TECHNOLOGY, BENGALURU

Community Outreach programme:

"At PES I was challenged constantly. Involving myself in community service was one such thing-you really get to learn about yourself"-Anand M Kadur, PES alumnus, Avaya Inc.

Concern for the environment underlies all programs at PES. In addition to the adoption of community parks, PES has initiated an extensive tree plantation program. The students and faculty plant over a thousand trees every year in a bid to green surrounding areas. Drinking Water Scheme provides bore wells, pumps and drinking water tanks to help villages around the campuses.

PES students regularly pool their skills and talent to give back to the society they live in. There are a number of active organizations and programs for community outreach on campus

The PES Community Service Program has adopted 12 rural government schools and is working with them at two levels: The first is to improve infrastructure like buildings, sanitation facilities, drinking water, libraries and sports facilities. The second is to upgrade teaching skills, train faculty members and provide teaching aids. PES students visit these schools every weekend and monitor progress.

PESIT runs Vocational Training Programs for Class X dropouts. This involves training programs in machining, carpentry, plumbing, TV repair and other vocational skills that help these young people find feasible careers and achieve economic independence.

The PES Institution of Medical Sciences and Research at Kuppam participates in the Janmabhoomi Programe (A Govt of Andhra Pradesh initiative for upliftment of the down trodden people) four times a year. Free medical check – ups are carried out for thousands of underprivileged people and surgeries are performed without any charge.

The students participate with enthusiasm in a number of other, highly effective Community Service schemes at PES. These include the National Cadet Corps, National Service Scheme (NSS, Govt of India), Primary Education Program, Community Housing and the Rural Health Program.

[NSS-: Government of India launched The National Service Scheme (NSS) on September 24, 1969 in order to promote social consciousness, a sense of responsibility, and a sense of discipline and dignity of labour among college students. The scheme utilises the leisure time of students for two years of their college studies, in various item of social service, which not only helps the community, but also provides an opportunity to the students to understand the conditions prevalent in the community. The ultimate aim is to develop the personality of students through community service].

MSR INSTITUTE OF TECHNOLOGY, BENGALURU

M S Ramaiah Institute of Technology introduced the NSS unit in 1999. From then onwards programs are going on with the no. of volunteers numbered about 100 both boys and girls.

Regular activities & 10 days special camp are two types of programmes. The Principal in co-ordination with the NSS Officer supports these activities. They arrange NSS special camps every year during August –September. More than hundred boys and girls participate in the camps.

MSRIT selected Government primary and High school and slum areas for community service and educational programmes.

Besides the annual camp, regular works in the college campus are also undertaken. They give Certificates to students who attend the camp and they are eligible for grace marks for seeking admission to higher courses. Activities undertaken by the NSS include environment enrichment and conservation, health, family welfare and nutrition programmes, projects aimed at creating an awareness for improvement of the status of women, women's development and gender justice, work in hospitals, production oriented work, non-formal education, healthy life-style education, AIDS awareness programmes, total authorities in rehabilitation work during natural calamities and emergencies.

STATEMENT OF THE PROBLEM

It is needless to say that students in professional colleges must not only be trained in their professional subjects but also be made aware of their responsibility towards the society ;they must be motivated to adopt this is as their life style. This can be done only by and through the faculty with due encouragement by the managements.

The faculty of Engineering Colleges tend to isolate themselves from the presence or otherwise of any community development initiatives in their colleges let alone participate whole heartedly in the same. The managements also do not take any special initiatives to promote and nurture the culture of service to society.

OBJECTIVES OF THE STUDY

The objectives of the study are to unravel the facts about the following:

Whether the type of management has any relationship to the awareness levels and the motivation levels of the faculty with regard to the community development initiatives in their respective colleges since it is the management which is often blamed for any shortcomings?

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METHODOLOGY

The data for the study was collected from the faculty working in Engineering Colleges run by different types of managements in Bengaluru, India. A structured questionnaire was circulated and responses were collected from the faculty of the selected colleges. Chi-square test and ANOVA single factor at a significance level of 5% are used for testing the hypothesis regarding the opinion of the faculty belonging to the three types of colleges.

RESEARCH LIMITATIONS

The survey was conducted only in Bengaluru in selected colleges.

ANALYSIS AND INTERPRETATION

Hypothesis 1

Null Hypothesis: The faculties' opinion on whether any Community Development Initiatives are present in the institution is independent of the type of the institution they are working in.

Alternative Hypothesis: The faculties' opinion on whether any Community Development Initiatives are present in the institution is dependent on the type of the institution they are working in.

Significance level: 5%

TABLE-1: (MULTIPLE RESPONSES BY FACULTIES)

Observed Data				
	Aided	**Self Financed**	**University**	**Total**
Yes	87	102	49	**238**
No	14	6	8	**28**
Total	**101**	**108**	**57**	**266**

TABLE-2: EXPECTED DATA

Expected Data				
	Aided	**Self Financed**	**University**	**Total**
Yes	90	97	51	**238**
No	11	11	6	**28**
Total	**101**	**108**	**57**	**266**

TABLE-3: CALCULATION OF CHI-SQUARE

Calculation of Chi-square				
O	**E**	**O-E**	**(O-E)^2**	**(O-E)^2/E**
87	**90**	**-3**	**9**	**0.1000**
102	**97**	**5**	**25**	**0.2577**
49	**51**	**-2**	**4**	**0.0784**
14	**11**	**3**	**9**	**0.8182**
6	**11**	**-5**	**25**	**2.2727**
8	**6**	**2**	**4**	**0.6667**
Chi-square				**4.1937**

d.o.f. = (c-1) (r-1) = (3-1) (2-1) = 2
Critical value of Chi-square = 5.9915
Calculated value of Chi-square = 4.1937

TEST INTERPRETATION: Since the calculated value of chi-square (4.1937) is lesser than the critical value (5.9915) at 5% level of significance, the null hypothesis is accepted.

CONCLUSION: Since the null hypothesis is accepted, we can conclude that the faculties' opinion on whether any Community Development Initiatives are present in the institution is independent of the type of the institution they are working in. In other words, the faculties are expressing their opinion on the presence of Community Development initiatives in their institutions independently.

Hypothesis 2

Null Hypothesis: There is no significant variation on the opinion of the faculties belonging to aided, self financed & university institutions on the Community Development initiatives in their institutions.

Alternative Hypothesis: There is a significant variation on the opinion of the faculties belonging to aided, self financed & university institutions on the Community Development initiatives in their institutions.

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Significance level: 5%

TABLE-4: THE DATA FOR TESTING THE ABOVE HYPOTHESIS

	Various Community Dev. Initiatives	No. of Faculties		
		Aided	**Self Financed**	**University**
a	Village adoption	15	25	2
b	School adoption	14	86	1
c	Vocational training programs for deserving candidates	79	81	5
d	Donation or contribution towards Energy generating resources in rural areas	8	25	7
e	Adoption of NGO(Non-Govt-Org)	5	7	0
f	Training in NGO for self employment	9	7	0
	Total (Multiples responses by faculties)	**130**	**231**	**15**

TEST PROCEDURE USED IS ANALYSIS OF VARIANCE

TABLE -5: RESULTS

GROUPS	COUNT	SUM	AVERAGE	VARIANCE
AIDED	6	130	21.67	803.07
SELF FINANCED	6	231	38.50	1282.30
UNIVERSITY	6	15	2.50	8.30

TABLE-6: ANOVA SINGLE FACTOR SUMMARY

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	3893.44	2	1946.72	2.79	0.09	3.68
Within Groups	10468.33	15	697.89			
Total	**14361.78**	**17**				

TEST INTERPRETATION: Since the calculated value of F (2.79) is lesser than the critical value (3.68) or the p-value (0.09) is greater than the specified significance level (0.05), the null hypothesis is accepted.

CONCLUSION: Since the null hypothesis is accepted, we may conclude that there is no significant variation on the opinion of the faculties belonging to aided, self financed & university institutions on the Community Development initiatives in their institutions.

Hypothesis 3

Null Hypothesis: The faculties' opinion on whether they are involved in any of the Community Development Initiatives present in the institution is independent of the type of the institution they are working in.

Alternative Hypothesis: The faculties' opinion on whether they are involved in any of the Community Development Initiatives present in the institution is independent of the type of the institution they are working in.

Significance level: 5%

TABLE-7: (MULTIPLES RESPONSES BY FACULTIES)

Observed Data	Aided	Self Financed	University	Total
Yes	40	29	6	**75**
No	61	81	15	**157**
Total	**101**	**110**	**21**	**232**

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TABLE-8: EXPECTED DATA

Expected Data				
	Aided	Self Financed	University	Total
Yes	33	36	7	75
No	68	74	14	157
Total	101	110	21	232

TABLE-9: CALCULATION OF CHI-SQUARE

Calculation of Chi-square				
O	E	O-E	(O-E)^2	(O-E)^2/E
40	33	7	49	1.4848
29	36	-7	49	1.3611
6	7	-1	1	0.1429
61	68	-7	49	0.7206
81	74	7	49	0.6622
15	14	1	1	0.0714
Chi-square				4.4430

d.o.f. = (c-1) (r-1) = (3-1) (2-1) = 2
Critical value of Chi-square = 5.9915
Calculated value of Chi-square = 4.4430

TEST INTERPRETATION: Since the calculated value of chi-square (4.4430) is lesser than the critical value (5.9915) at 5% level of significance, the null hypothesis is accepted.

CONCLUSION: Since the null hypothesis is accepted, we can conclude that the faculties' opinion on whether they are involved in any of the Community Development Initiatives present in the institution is independent of the type of the institution they are working in.

Hypothesis 4

Null Hypothesis: The faculties' opinion on whether they should be involved in the Community Development Initiatives to influence the students is independent of the type of the institution they are working in.

Alternative Hypothesis: The faculties' opinion on whether they should be involved in the Community Development Initiatives to influence the students is dependent on the type of the institution they are working in.

Significance level: 5%

TABLE-10: OBSERVED DATA (MULTIPLE RESPONSES BY FACULTIES)

Observed Data				
	Aided	Self Financed	University	Total
Yes	106	99	24	229
No	8	18	2	28
Total	114	117	26	257

TABLE-11: EXPECTED DATA

Expected Data				
	Aided	Self Financed	University	Total
Yes	102	104	23	229
No	12	13	3	28
Total	114	117	26	257

TABLE-12: CALCULATION OF CHI-SQUARE

Calculation of Chi-square					
O	E	E(after pooling)	O-E	(O-E)^2	(O-E)^2/E

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106	102	102	4	16	0.1569
99	104	104	-5	25	0.2404
24	23	23	1	1	0.0435
8	12	12	-4	16	1.3333
18	13	16	4	16	1.0000
2	3				0.0000
Chi-square					2.7741

d.o.f. = (c-1) (r-1) (3-1) (2-1) = 2. Further, 1 d.o.f. is lost because one Expected freq is less than 5. Therefore, the d.o.f. = 2 – 1 = 1

Critical value = 3.8400

Calculated value = 2.7741

TEST INTERPRETATION: Since the calculated value of chi-square (2.7741) is lesser than the critical value (3.84) at 5% level of significance, the null hypothesis is accepted.

CONCLUSION: Since the null hypothesis is accepted, we can conclude that the faculties' opinion on whether they should be involved in the Community Development Initiatives to influence the students is independent of the type of the institution they are working in.

FINDINGS, SUGGESTIONS, AND CONCLUSIONS

There is no significant variation on the opinion of the faculties under different managements on the presence of Community Development initiatives in their institutions, the types of initiatives, their own involvement in the same, and their role in influencing the students.

Therefore the suggestion is to conduct awareness programmes at the level of the university for the managements of these colleges about the need and importance of Community Development Initiatives in their colleges to promote social responsibility and civic sense among the passing out students through the efforts of motivated faculty. In turn the managements must ensure that the message percolates down to the faculty and students. The efforts of the Colleges that implement the initiative in earnest must be recognised and published to motivate others.

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