

MARIS STELLACOLLEGE (AUTONOMOUS), VIJAYAWADA-8
(Affiliated to Krishna University, Machilipatnam)
SYLLABUS

Subject:	Semester: IV
Course Title: Applied Service-Learning in	Course Code:
Banking and Digital Financial Inclusion	
No. of Hours: 60	Credits: 2

Course Objectives:

- To Understand the concept and process of service-learning and experiential learning in higher education.
- To plan and implement ethical service-learning projects using experiential learning principles.
- To apply banking and digital financial inclusion concepts to address real community needs through service-learning projects.

Course Outcomes

After successful completion of this course, the student will be able to

CO1: Understand the concept and importance of service-learning and its connection to community needs.

CO2: Plan and implement service-learning projects by applying experiential learning principles and ethical practices.

CO3: Integrate banking and digital financial inclusion, to promote financial literacy and inclusive community development.

Unit I – Understanding Service-Learning (5 Hrs.)

Meaning and importance of service-learning – Benefits of service-learning to students and society – Role of stakeholders in Service- Learning – Learning by doing – Kolb’s experiential learning cycle – Case studies of successful service-learning projects in Higher Education

Activities: (5 Hrs.)

- Role-play on stakeholder responsibilities and coordination
- Case analysis and presentation on successful service-learning projects in Higher Education

- Group-based learning by doing project with preparation and presentation of placards explaining a proposed service-learning project mapped to all four stages of Kolb's experiential learning cycle

Unit II – Integrating Service-Learning and Experiential Learning (5 Hrs.)

Interlinking Service-Learning Banking and Digital Financial Inclusion

Activities: (15 Hrs.)

- Participate in classroom discussions and brainstorming sessions on the planning process of service-learning projects.
- Analyse case studies to identify community needs and prioritise social issues.
- Frame goals and expected outcomes for hypothetical service-learning projects through group exercises.
- Engage in role-plays and scenario-based discussions on ethics and responsibility in community work.
- Perform team-based activities and presentations on banking and digital financial inclusion
- Practice basic data analysis using sample datasets and classroom worksheets.
- Prepare survey tools, reports, and reflection templates.
- Write reflective notes on learning, social responsibility, and professional development.

Unit III – Applied Service-Learning Project in Banking and Digital

Activities: (30 Hrs.)

- Identification of the selected community and profiling of households with focus on financial access.
- Community financial needs assessment covering savings, credit, insurance, pensions, and digital payments.
- Fieldwork-based data collection through surveys, interviews, observations, and stakeholder mapping.
- Analysis of availability and usage of banking services such as bank accounts, ATM access, loans, and government-linked schemes.

- Assessment of awareness and usage of digital financial services including UPI, mobile banking, AEPS, and wallets.
- Identifying barriers to adoption of digital financial services such as lack of literacy, trust issues, infrastructure gaps, gender divide, and social constraints.
- Conducting awareness programmes on banking services and digital payment systems within the community.
- Reflection sessions in student circles on transformation observed before and after service-learning intervention.
- Analysis of pre- and post-intervention data to measure impact of financial awareness initiatives.
- Preparation of project documentation including tools used, data analysis, photographs, and field records.
- Impact reflection and reporting through project reports, presentations, and infographics.
- Peer feedback sessions and group reflection on learning outcomes and social impact.

Reference text books

- Integrating Service-Learning into the University Classroom — Bryant, Schoenemann & Karpa
- Assessing Service-Learning and Civic Engagement — Gelmon, Holland, Driscoll, Spring & Kerrigan
- Financial Inclusion and the Role of Banking System — Maity & Sahu
- Banking Theory & Practice – Jagpoor Singh, Seema Ghosh