Nirmala Memorial Foundation College of Commerce and Science

(Autonomous)

Re-accredited by NAAC with B++, ISO 9001-2015 Certified, Recognised under section 2(f) & 12(B) of the UGC Act 1956

Permanently Affiliated to the University of Mumbai,

Syllabus

Community Engagement Project

Semester – IV & V

(Programme Code: UGAF03)

As Per New Education Policy (NEP) 2020

(To be implemented from the Academic Year 2025-2026)

Approved in the Academic Council Meeting held on 5Th July, 2025

Vertical – VI

Name of the Course: Community Engagement Project (CEP)

COURSE STRUCTURE

Heading	Particulars
Name of the Course	Community Engagement Project
Programme	Bachelor of Commerce (Management Studies)
Class / Semester	T.Y.B.Com. (Management Studies) – Semester V
Vertical	Community Engagement Project / Experiential Learning
Type	Practical / Field Project
Credits	2 Credits
Hours Allotted	As per the approved CEP schedule and field-work plan
Marks Allotted	50 Marks
Evaluation	Internal Evaluation: 20 Marks; External Evaluation: 30 Marks

Sr. No.	Heading	Particulars
1	**Description the course:**	The Community Engagement Project (CEP) is an integral experiential-learning component under NEP 2020. It enables students to connect classroom learning with actual socio-economic conditions and community-level issues through field interaction, observation, data collection, analysis and reflective learning. For students of T.Y.B.Com. (Management Studies), the project provides an opportunity to apply management concepts such as planning, organising, communication, marketing, entrepreneurship, finance, human resource management, operations and social responsibility to real-life community contexts. The project is intended to develop social awareness, research aptitude, problem-solving ability, teamwork, ethical conduct and responsible citizenship. Students are expected to undertake a minimum of 2–3 extensive community interactions, maintain project records, work under the guidance of a faculty mentor, and submit a structured project report at the end of the semester.
2	**Course Objectives(CO):** 1. To connect classroom learning in Management Studies with real-world socio-economic issues and community needs. 2. To provide students with meaningful exposure to rural and/or urban community contexts through field engagement. 3. To develop research skills through observation, interviews, surveys, documentation and analysis of primary and secondary information. 4. To enhance problem-solving, decision-making, teamwork, communication and collaboration skills. 5. To encourage students to identify community-level issues and examine feasible and responsible solutions. 6. To foster social awareness, ethical conduct, human values, environmental responsibility and responsible citizenship. 7. To enable students to reflect on the practical relevance of management concepts in community and social contexts.	

3 **Course Outcomes (CO):**

CO	Course Outcome
CO1	Understand and analyse selected socio-economic issues and community needs through direct field engagement.
CO2	Apply relevant concepts from Management Studies to interpret real-world community situations.
CO3	Use appropriate methods of observation, interviewing, survey and secondary research for systematic data collection.
CO4	Analyse field information critically and identify practical, ethical and context-sensitive responses to community-level issues.
CO5	Demonstrate teamwork, communication, problem-solving and decision-making skills during community interactions.
CO6	Prepare and present a structured project report demonstrating research aptitude, ethical conduct and reflective learning.

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INDICATIVE AREAS FOR COMMUNITY ENGAGEMENT

The University guidelines state that the field-work areas may be decided by the Head of the Institution in consultation with the CEP Committee, CEP Coordinators and faculty. The following areas are suitable for Management Studies and may be selected according to local relevance:

- Financial literacy and awareness among community members.
- Digital literacy and responsible use of digital services.
- Support to local micro-enterprises, small businesses and self-help groups.
- Entrepreneurship awareness and basic business planning for community groups.
- Consumer awareness and responsible consumption practices.
- Skill development, employability and career awareness initiatives.
- Women and youth empowerment through management and livelihood-related initiatives.
- Community-based environmental sustainability and civic awareness campaigns.
- Public-space improvement, civic hygiene and volunteering initiatives.
- Socially impactful digital or management-support projects for NGOs and community organisations.

ROLES AND RESPONSIBILITIES

Head of the Department / Principal / Director

- Allot faculty guides to students following a fair distribution.
- Provide resources and institutional assistance for effective implementation of CEP.
- Facilitate the appointment of external experts where required.

CEP Committee

- Oversee the quality and effectiveness of the CEP.
- Ensure alignment of CEP activities with departmental and programme objectives.

	• Establish continuous evaluation and improvement mechanisms. **CEP Coordinator** • Coordinate implementation of CEP within the Department. • Act as a liaison among the Department, students, faculty mentors and host/community organisations. • Coordinate documentation, orientation and completion formalities. **Faculty Mentor** • Assist students in identifying suitable CEP opportunities and approving project plans. • Monitor student progress and provide regular guidance and feedback. • Evaluate project documents, reports, presentations and other academic deliverables. **Student Coordinators / Students** • Assist in pre-, during- and post-CEP activities. • Maintain activity records and obtain validation from the supervisor. • Follow the prescribed code of conduct and ethical practices during community interaction. • Submit the completed project report and required certificates/forms within the prescribed schedule.
6	**PROCESS OF IMPLEMENTATION** 8. Formation of CEP Committee. 9. Appointment of CEP Coordinator(s) and Faculty Mentor(s). 10. Orientation on the purpose, process, documentation and code of conduct. 11. Allotment of students to faculty mentors. 12. Identification of community/host organisation and approval of CEP plan. 13. Execution of the Community Engagement Project and minimum 2–3 extensive community interactions. 14. Maintenance of activity report / guide interaction diary and supporting evidence. 15. Evaluation of project work and submission of completion certificate. 16. Submission of final CEP report, presentation and feedback form.

7	**CREDITS AND DURATION** 17. The Community Engagement Project carries a weightage of 2 credits. 18. Each student is expected to undertake a minimum of 2–3 extensive community interactions. 19. The CEP should be completed in the prescribed semester; where required, field work may also be undertaken during the semester break. 20. Students shall maintain relevant project records and obtain the required validation/signatures from the faculty mentor.

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9. GUIDE INTERACTION DIARY

Students shall maintain the prescribed Guide Interaction Diary and record meetings with the internal guide. The University guideline expects students to meet the guide at least five times for project guidance. The duly completed and signed interaction record is to be submitted with the project report.

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EVALUATION PATTERN

The University CEP guideline provides for Internal Evaluation and External Evaluation. For the 50-mark structure:

Component	Criteria	Marks
Internal Evaluation by Guide	Attendance, completion of community interactions and interaction with supervisor	10
Internal Evaluation by Guide	Overall Report Quality	10
External Evaluation	Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations	15
External Evaluation	Overall Project Report Structure and Style	5
External Evaluation	Presentation Skills & Communication	10
Total		**50**

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COURSE DOCUMENTATION / SUBMISSION REQUIREMENTS

- Approved CEP plan / project proposal.
- Guide Interaction Diary with required signatures.
- Evidence of community interactions and field activities, subject to ethical and privacy considerations.
- Completion Certificate duly signed by the authorised faculty supervisor.
- Final Community Engagement Project Report.
- Project presentation / viva as prescribed by the Department.
- Student Feedback on Community Engagement Project.

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RECOMMENDED PROJECT THEMES FOR T.Y.B.COM. (MANAGEMENT STUDIES)

- Financial Literacy and Digital Payment Awareness among a Selected Community
- Entrepreneurship Awareness among Youth / Women in a Local Community
- Management Practices of Local Micro and Small Businesses
- Consumer Awareness and Responsible Consumption in the Community
- Digital Literacy and Access to Online Public / Financial Services
- Skill Development and Employability Awareness among College-Age Youth
- Role of Self-Help Groups in Community Livelihood and Empowerment
- Community-Based Environmental Awareness and Sustainable Practices

- Marketing and Customer Awareness Support for a Local Community Enterprise
- Civic Hygiene, Public-Space Improvement and Volunteer Management

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APPENDIX I – GUIDE INTERACTION DIARY FORM

I, the undersigned Ms./Mr. _____ Roll No. _____, currently enrolled in the T.Y.B.Com. (Management Studies) programme at Nirmala Memorial Foundation College of Commerce and Science, am undertaking my Community Engagement Project under the guidance of Dr./Ms./Mr. _____ and confirm that I have met my Internal Guide on the following dates for Project Guidance:

Sr. No.	Date	Signature of Internal Guide
1		
2		
3		
4		
5		

Signature of Candidate: _____ Signature of Internal Guide: _____

IMPORTANT: The completed and signed Project Guide Interaction Certificate Form must be submitted with the project report.

APPENDIX II – MAIN PAGE FORMAT OF PROJECT REPORT

TITLE OF THE PROJECT

Name of the Student: _____

Roll No. / Seat No.: _____

T.Y.B.Com. (Management Studies) – Semester V

Under the Guidance of: _____

Department / College: Nirmala Memorial Foundation College of Commerce and Science

Academic Year – 2026–2027

APPENDIX III – COLLEGE / INSTITUTE / DEPARTMENT CERTIFICATE

This is to certify that Mr./Ms. _____, student of Nirmala Memorial Foundation College of Commerce and Science, studying in T.Y.B.Com. (Management Studies), has completed the Community Engagement Project titled _____ in the area of _____ during the academic year 2026–2027. To the best of my knowledge, the work of the student is original and the information included in the project is correct.

Internal Guide: _____ Head of Department: _____

Principal: _____

APPENDIX IV – STUDENT'S DECLARATION

I, Mr./Ms. _____, student of T.Y.B.Com. (Management Studies), Nirmala Memorial Foundation College of Commerce and Science, hereby declare that I have completed the Community Engagement Project titled _____ during the academic year 2026–2027.

The report is original and the information/data included in the project is true and emerges from the primary and/or secondary data gathered and analysed as part of this Community Engagement

Project. Due credit has been extended to the work of literature/secondary sources by acknowledging them in the bibliography/references as per the prescribed format.

Signature of Student: _____ Date: _____

APPENDIX V – STUDENT FEEDBACK ON COMMUNITY ENGAGEMENT PROJECT

Student Name: _____

Seat No. / Roll No.: _____

Department: Management Studies

Name of Mentor: _____

Title / Heading of Community Engagement Project: _____

Brief description of CEP carried out: _____

Dates of CEP: _____

Please indicate your response: Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree.

- The CEP increased my sensitivity towards societal problems.
- The CEP allowed me to apply classroom theory to practice.
- The CEP helped me develop decision-making and problem-solving skills.
- The CEP developed my written and oral communication skills.
- The CEP provided opportunities to use leadership and teamwork skills.
- The CEP expanded my understanding of socio-economic issues in society.
- The faculty mentor extended guidance and mentoring throughout the CEP process.
- I was able to accomplish the initial goals, tasks and skills set out in the CEP plan.

Overall rating: Poor / Satisfactory / Good / Excellent

Suggestions for improvement:

_____

Signature of Student: _____ Name: _____ Date: _____

Syllabus

National Service Scheme

Semester - IV

Vertical – VI

Name of the Course: National Service Scheme (NSS)

Sr. No.	Heading	Particulars
1	**Description the course:**	The **National Service Scheme (NSS)** course is designed to develop students' personality through community service and instill a sense of social responsibility, national integration, and civic awareness in alignment with the National Education Policy (NEP) 2020**.** The course bridges academic learning with real-world application, encouraging students to engage with communities, understand grassroots realities, and contribute actively to social development. Students will participate in various community outreach and social service activities including literacy drives, environmental campaigns, health and sanitation awareness, disaster relief assistance, blood donation camps, and rural development programs. The course fosters a spirit of volunteerism, leadership, and ethical citizenship.
2	**Vertical:**	**Co-curricular**
3	**Type:**	**Theory & Activity**
4	**Credits:**	**2 credits**
5	**Hours Allotted:**	**30 Hours**
6	**Marks Allotted:**	**50 Marks**
7	**Course Objectives(CO):** 1. **To explore the role of NGOs** in India and their contribution to sectors like education, health, and social welfare through case studies of organizations like **Pratham**, **Teach for India**, and **SEWA**. 2. **To understand the impact of Corporate Social Responsibility (CSR)** in India and how businesses are involved in social welfare programs targeting issues such as education, healthcare, and environmental sustainability. 3. **To analyze key CSR initiatives** by major corporations such as **Tata Group**, **Infosys**, and **Reliance Industries**, evaluating their effectiveness in promoting social change and addressing societal challenges.	

	4. **To identify the challenges faced by NGOs** in India, including funding constraints, government regulations, and operational sustainability, and discuss potential solutions. 5. **To examine the ethical considerations in CSR** programs, including concerns over corporate motivations, accountability, and the authenticity of social contributions made by businesses.
8	**Course Outcomes (CO):** • **CO1: Analyze the role and impact of NGOs and civil society organizations** in addressing contemporary social issues in India, with a focus on case studies such as Pratham, SEWA, and Teach for India. • **CO2: Evaluate the contributions of Corporate Social Responsibility (CSR) and social entrepreneurship** in promoting social welfare and sustainable development. • **CO3: Apply digital and technological tools in social work practice**, including the use of social media for advocacy, tele-counseling, and e-governance platforms. • **CO4: Critically assess the influence of globalization and emerging challenges** such as climate change and migration on the future of social work in India, while understanding the role of professional organizations in shaping ethical and practice standards.
9	**Modules:-** **Module 1 (15 hours): Social Work in Contemporary India**
	NGOs and Civil Society: The growth of NGOs like **Pratham**, **Teach for India**, **SEWA**, and their contribution to social work in India. **Corporate Social Responsibility (CSR)**: The increasing role of businesses in contributing to social welfare through CSR programs. The rise of technology in social work, online platforms for social advocacy, and social entrepreneurship
	Module 2 (15 hours): The Future of Social Work:
	Technological Integration: Digital tools in social work practice, including e-governance, social media advocacy, and tele-counseling. **Globalization:** How global social issues (migration, climate change) affect social work in India. **Professional Growth:** The role of professional organizations in shaping social work standards, ethics, and practices in the future.

10	**Text Books** 1. National Service Scheme- Manan Prakashan 2. National Service Scheme- Vipul Prakashan	
11	**Reference Books** 1. Sharma, R. K. (2006). *Social work in India: An overview*. Mangal Deep Publications. 2. Nair, T. K. (2003). *Indian social work: Themes and perspectives*. Rawat Publications. 3. Sethi, H. K. (2008). *Social work: An integrated approach*. Rajat Publications. 4. Sharma, A. K. (2012). *History of social work in India*. Regal Publications. 5. **Bhaduri, A. (2014).** *Social work in India: The journey and evolution*. Sarup Book Publishers. 6. **Srinivas, M. N. (1996).** *Social change in modern India*. University of Chicago Press. 7. **Chopra, R. (2011).** *Social welfare and social work in India: A critical perspective*. Deep & Deep Publications. 8. **Ghosh, R. (2000).** *Social work education in India: A historical perspective*. National Association of Professional Social Workers in India.	
12	**Internal Continuous Assessment: 20 Marks**	**External Assessment: 30 Marks**
13	**Continuous Evaluation through:** Class test of 15 marks Class Participation: 5 marks Total: 20 marks	Case Study- Analyze the Role of NGOs in Addressing Social Issues in India: A Case Study of [NGO Name]. A visit to the NGO is a must.