Nirmala Memorial Foundation
COLLEGE OF COMMERCE & SCIENCE

COMMUNITY ENGAGEMENT PROJECTS (CEP)

FOR UNDERGRADUATE STUDENTS AS PER NEP 2020

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1. Introduction:

The curriculum component of ‘community engagement projects’’ is specifically incorporated as an integral part of NEP 2020 curriculum to acquaint the students about the socio-economic issues and challenges of the local and extended community so that the theoretical learnings can be supported by actual life experiences. India is a diverse country with heterogeneous communities and in this context the objective of the course is to encourage students to create and implement solutions to the real-life community level issues.

This course intends to assist the students to connect and interact with heterogeneous communities for identifying issues they face and try to provide probable solutions to community level problems. This approach is important in order to broaden opportunities of social responsibility, environmental sustainability, nation building and peace.

Community Engagement Projects work will provide students an opportunity to visit and observe situations in rural and urban contexts. The students are expected to observe and study actual field situations in socio economic contexts while doing their community engagement project. The course will create opportunities for students to understand the interconnection between theoretical knowledge and practical applications. Community Engagement Projects is expected to enhance their sensitivity to socio economic issues and improve their ability of problem solving as well as designing innovative solutions to the existing and emerging problems. Community Engagement Projects’ component will also broaden the possibilities of deeper learning and enhancing research acumen of students. Community Engagement projects will not only make students aware about various societal issues but will also sensitize them towards various problems and challenges in the society and how these can be dealt with.

2. Objectives:

Community Engagement projects in general sets out to achieve objectives such as:

1. Align classroom learnings with awareness about societal issues.
2. Provide students an exposure to societal issues and align their experiences with contemporary problems/ concerns
3. Integrating theoretical and practical aspects to create blended learning experience under the guidance of their faculty.
4. Enhance research skills including knowledge discovery, analytical tools, methodologies and ethical conduct.
5. Facilitate problem-solving, decision-making, teamwork, and collaboration.
6. Foster ability to work in teams, develop social awareness and nurturing of human values in students.
7. Create collaboration between Higher Education Institutes (HEIs), social organization, Government and non-government institutes for impactful Community Engagement Projects.

3. Outcomes:

After the completion of the CEP course, the student will be able to:

CO 1. Tackle/ Understand the societal issues more efficiently and effectively.

CO 2. Apply concepts learned in classrooms to real-world socio-economic conditions enhancing their understanding and skills.

CO 3. Show insights into the challenges, opportunities and culture of socioeconomic diversity, preparing them for future roles as responsible citizens.

CO 4. Demonstrate evidence of research aptitude and skills of critical thinking, analytical skills, and ethical research conduct in field work.

CO 5. Display problem-solving abilities in making informed decisions in complex scenarios through practical situations.

CO 6. Work in teams and collaborate to achieve common goals in the work field environments through collaborative efforts.

CO 7. Show integrity in their dealings with their work and the people that they interact with by upholding professional; principles and ethical standards.

4. Indicative list of areas for CEP:

- The areas of field work can be decided by the head of the institution in consultation with CEP committee, CEP Coordinators and the faculty in respective subjects.
- Indicative (yet non-restrictive) areas for engagement can be:
- Community projects on Mangrove conservation, tree plantation, and eco-awareness campaigns.
- Engagement in guided biodiversity trails and sustainability education campaigns.
- Assistance in slum-based education and nutrition programs for children.
- Improve public spaces and civic hygiene through youth-led volunteering
- Use digital skills to implement socially impactful tech projects

5. Role and responsibilities

1. Head of the Department/Director/Principal:
2. Allotment of guides for the students for Community Engagement Projects should be done by Head of the Department/Director/Principal of the institute/college, as the case may apply.
3. While allocating the students under more than one guide- the principle of fairness in distribution should be followed.
4. In case, the number of in- house guides are not adequate then students can be allotted to competent external experts.
5. To provide resources and assistance to ensure effective carrying out of CEP.

a. CEP Committee:

1. To oversee the quality and effectiveness of the implementation of the CEP course.
2. To ensure that the CEP course program aligns with departmental and program academic objectives.
3. To establish continuous evaluation mechanisms for evaluating the course and to make required process improvements from time to time.

b. CEP Coordinator:

1. To play crucial role in coordinating and implementing the CEP course within college/ department / institute.
2. To act as a liaison entity between the department, students, faculty mentors and CEP supervisors.

c. Student Coordinators:

- To help the CEP coordinators/ Faculty Mentors in pre-, during and post-CEP activities.

d. Faculty Mentor:

- To assist in identifying CEP opportunities and approve CEP plans.
- To continuously monitor student progress and extend guidance.
- To receive and provide regular feedback on student's progress in CEP
- To evaluate CEP documents including CEP reports, presentations, or other expected academic deliverables.

6. Process of OJT Implementation:

Flow chart

1. Formation of CEP Committee
2. Appointment of CEP Coordinators and Faculty Mentor
3. Community Engagement Projects orientation by the CEP committee and CEP Coordinator/s
4. Allotment of students under Faculty mentors.
5. Execution of CEP
6. Evaluation
7. Feedback

Mechanism for the implementation of CEP:

1. To facilitate effective implementation of the CEP program, Colleges/Departments/Institutes are encouraged to establish a CEP committee responsible for overseeing its smooth functioning. It will consist of the following: Head of the department, CEP Coordinator, Faculty Mentors and one/two student coordinators.
2. One teaching faculty member and one/two students from each undergraduate department will be nominated to serve as coordinators for the CEP program. These coordinators will play a crucial role in coordinating and implementing the program within their respective departments.
3. The CEP Committee and CEP coordinator will take the lead in preparing an action plan for the implementation of the CEP program.
4. To streamline the administrative process, the CEP Committee / CEP Coordinator will provide necessary formats to students for documentation related to the program.
5. Each Department/Centre should establish collaborations with relevant NGOs, community organizations, research institutes, etc., for CEP. These collaborations will serve as crucial avenues for facilitating CEP opportunities for students.
6. Effective communication is key to the success of the CEP program. Regular communication with heads and coordinators of the department/centre/Institute and maintaining proper records is essential. The faculty mentor and individual student will be responsible for

maintaining relevant documents related to the program.

7. Before the commencement of the CEP program, an orientation session will be conducted by the members of CEP committee / CEP coordinator/s. This session will serve to familiarize students with the purpose, process, and code of conduct associated with the program.
8. To ensure effective mentoring and support, an equal number of students will be allocated to each faculty member of the department. These faculty members will act as CEP mentors and will be responsible for monitoring and evaluating the progress of the allotted students.
9. Throughout the CEP period, students will maintain activity reports as per the provided format and get it validated by the supervisor.
10. Upon completion of the CEP program, students must submit a completion certificate duly signed by the faculty supervisor.

7. Credits and duration:

1. CEP will carry weightage of two credits.
2. Each student will be expected to carry out a minimum of 2-3 extensive community interactions.
3. The CEP program should be completed in appropriate Semester as per the program structure. If required CEP can also be carried out during the semester break.

8. Community Engagement Project Report:

The students are required to submit a report of the Community Engagement Projects at the end of the semester in the following suggested format.

All projects should be typed on ***A4 sheets, Font Size 12, Times New Roman, one and a half spacing on executive bond paper.*** The project report shall have appropriate chapter scheme and be presented in a minimum of 20 pages (Approximately minimum of 4000 to 5000 words).

Report should be arranged in the following order

Title Page

- Title of the Report (Font size 14)
- Name of the Student
- Roll number/Seat number
- Program Title
- Name of the Mentor
- Month of Submission

Certificate by the

Institute Certificate by

Mentor Student's

Declaration

Acknowledgement

Abstract

A brief summary of the community interactions, key observations, and main conclusions (200-300 words)

Table of contents

- Include headings and subheadings with page numbers.

List of Figures and Tables

- List all figures and tables included in the report with corresponding page numbers.

Chapter 1: Introduction

- Purpose of the visit: Outline the objectives and expected outcome of the community interactions.
- Background Information: Provide context about the community interactions and its significance.
- Scope of the Report: Define the boundaries of what the report will cover.

Chapter 2: Literature Review

- Review relevant literature on the site(s) visited, focusing on previous studies, historical accounts, and critical analyses of the literary significance.

Chapter 3: Methodology

- Describe the approach and tools used for data collection during the visit (e.g., observational methods, interviews, archival research).
- Discuss the rationale behind the chosen methods.

Chapter 4: Description of the community interactions, Observations and Analysis

- Provide detailed descriptions of community interactions and engagements carried out.
- Include observations related to fieldwork: work's-relevance to topic selected.
- Use photographs, diagrams, and sketches, etc. to support the descriptions.
- Analyze the data collected in relation to the study objectives.

Chapter 5: Conclusion and Recommendations

- Discuss how the findings from the visits contribute to the understanding of subject area.
- Summarize the key findings and their significance.
- Offer recommendations based on the research findings for further study or preservation efforts.

References

- List all sources cited in the report in a consistent format.

Appendices

- Include additional data, interview transcripts, notes, or documents that are relevant to the report but not integral to its main text.

9. Evaluation Pattern

Evaluation during the CEP program involves two key components: External Evaluation (40%) and Internal Evaluation (60%).

(i) Internal Evaluation by Guide (Marks 20)

Criteria	Marks
Attendance, Community interactions completion and interaction with supervisor	10
Overall Report quality	10
Total	**20**

(ii) External Evaluation (Marks 30)

Criteria	Marks
Objectives, Literature Review, Methodology, Data Analysis, Conclusion and Recommendations	15
Overall Project Report Structure and Style	5
Presentation Skills & Communication	10
Total	**30**

Appendix I

GUIDE INTERACTION DIARY FORM

I, the undersigned Ms. /Mr. _____ Roll No. _____, currently enrolled in the _____ Year of _____Full-time Program _____at _____institute/ college, am undertaking my Community Engagement Project work under the guidance of Dr./Ms./Mr. _____, and I hereby confirm that I have met my Internal guide on the following dates mentioned below for Project Guidance:-

Sr. No.	Date	Signature of the Internal Guide

_____ _____

Signature of the Candidate Signature of Internal Guide

IMPORTANT: It is expected that students will be meeting their guide at least five times for the CEP work interaction. The candidate should retain the above stated 'Project Guide Interaction Certificate Form' and submit the same with required signatures of the guide while submitting the Project to the Institute.

THE PROJECT REPORT WILL NOT BE ACCEPTED WITHOUT THE DULY FILLED PROJECT GUIDE INTERACTION CERTIFICATE.

Appendix II

Main Page Format of Project Report

Title of the Project

Name of the Student

(Name of Academic Course and Academic Year Details)

Example: Masters in Management Studies

Under the Guidance of

Name of Guide

Name of the Department/College/Institute

Academic Year – 2025-26

Appendix III

Name of the Department/College/Institute

Certificate

I hereby certify that Mr./Ms. _____, Student of _____Institute/college studying in _____ program has completed a C. E. project titled _____ in the area of _____specialization for the academic year 2025-2026. 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 the Department Principal

Annexure IV

Declaration

I, Mr./Ms. _____ Student of _____Institute/college studying in _____program, hereby declare that I have completed the Community Engagement Project titled _____ during the academic year 2025-2026.

The report is original and the information/data included in the report is true emerging from the primary and/ secondary data gathered and analyzed as part of this Community Engagement project.

Due credit is extended on the work of Literature/Secondary Survey by endorsing it in the Bibliography as per prescribed format.

Signature of the Student with date

Name of Student

Annexure V

Student Feedback on CEP

(To be filled by Students after CEP completion)

Student Name:

Seat No. /Roll No.:

Email:

Department:

Name of the Mentor:

Title/Heading of Community Engagement Projects:

Brief description of CEP carried out:

Dates of CEP:

My internship experience was related to my major area of study/ academic program

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

Indicate the degree to which you agree or disagree with the following statements.

This experience has:	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
Has increased my sensitivity towards societal problems					
Given me the opportunity to explore a career field delete					
Allowed me to apply classroom theory to practice					
Helped me develop my decision-making and problem-solving skills					
Expanded my knowledge about the work world before permanent employment delete					
Helped me develop my written and oral communication skills					

Provided a chance to use leadership skills (influence others, develop ideas with others, stimulate decision-making and action)					
Expanded my sensitivity to the ethical implications of the work involved					
Made it possible for me to be more confident in new situations					
Given me a chance to improve my interpersonal skills					
Helped me learn to handle responsibility and use my time wisely					
Helped me discover new aspects of myself that I didn't know existed before					
Helped me develop new interests and abilities					
Helped me clarify my career goals					
Allowed me to acquire information and/ or use equipment not available at my Institute					
Allowed me to realize socio-economic issues in the society repeated					

- The faculty mentor extended guidance and mentoring through-out the CEP process:

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

- Were you able to accomplish the initial goals, tasks and new skills that were set down in CEP plan?

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

- Considering your overall experience, how would you rate this CEP? (Circle one): Poor/ Satisfactory/ Good/ Excellent

- **Give suggestions as to how your CEP experience could have been improved."**

(Please mark ✓ for areas that were satisfactory and ✗ for areas that need improvement)

Aspect of CEP Experience

- Clear orientation and briefing at the start
- Relevance of project to academic learning
- Availability and support from internal guide
- Adequate field exposure and hands-on engagement
- Clarity in roles and responsibilities
- Time provided for the completion of project

Signature of Student Name
Date: