



**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**

**Syllabus for**

**Community Engagement Programme (CEP)**

*According to NEP-2020*

**For**

**Bachelor Degree Programmes**

**Faculty of Humanities**

*With Effect From*

**2025-26**

## **Community Engagement Programme (CEP)**

**Paper Codes [B.A. S.Y.]: GO3-CEP-401(Practical Paper and all Major Subject)**

**Credits: 02; Semester- IV; Evaluation: 20 + 30=50 Marks**

### **1. INTRODUCTION:**

New generation of students are increasingly unaware of local rural and peri-urban realities surrounding their HEIs, as rapid urbanization has been occurring in India. A large percentage of Indian population continues to live and work in rural and peri-urban areas of the country. While various schemes and programs of community service have been undertaken by HEIs, there is no singular provision of a well- designed community engagement course that provides opportunities for immersion in rural realities. Such a course will enable students to learn about challenges faced by vulnerable households and develop an understanding of local wisdom and lifestyle in a respectful manner

### **2. OBJECTIVES:**

- To promote a respect for rural culture, lifestyle, and wisdom among students
- To learn about the present status of agricultural and development initiatives
- Identify and address the root causes of distress and poverty among vulnerable households
- Improve learning outcomes by applying classroom knowledge to real-world situations

To achieve the objectives of the socio-economic development of New India, HEIs can play an important role through active community engagement. This approach will also contribute to improve the quality of both teaching and research in HEIs in India. India is a signatory to the global commitment for achieving Sustainable Development Goals (SDGs) by 2030. Achieving these 17 SDG goals requires generating locally appropriate solutions. Community engagement should not be limited to a few social science disciplines alone. It should be practiced across all disciplines and faculties of HEIs. These can take the forms of enumerations, surveys, awareness camps and campaigns, training, learning manuals/films, maps, study reports, public hearings, policy briefs, cleanliness and hygiene teachings, legal aid clinics, etc. For example, students of chemistry can conduct water and soil testing in local areas and share the results with the local community. Students of science and engineering can undertake research in partnership with the community on solid and liquid waste disposal. Therefore, students are being encouraged to foster social responsibility and community engagement in their teaching and research.

### **3. LEARNING OUTCOMES:**

After completing this course, students will be able to

- Gain an understanding of rural life, Indian culture, and social realities.
- Develop empathy and bonds of mutuality with the local community.
- Appreciate the significant contributions of local communities to Indian society and economy.
- Learn to Value local knowledge and wisdom.
- Identify opportunities to contribute to the community's socioeconomic improvement.

4. **Credits:** Two Credit Course; Students are expected to complete **60 hours** of participation

## 5. COURSE STRUCTURE:

Sr.	Module Title	Module Content	Teaching/Learning/Methodology
1.	Appreciation of Rural Society	Rural lifestyle, rural society, joint family, caste and gender relations, rural values with respect to community, rural culture nature and public resources, ponds and fisheries, elaboration of soul of India lies in villages' rural infrastructure,	Classroom discussions Field visit Individual /Group conference Report/journal submission & VIVA
2.	Understanding rural and local economy and livelihood	Agriculture, farming, land ownership, water management, animal husbandry, non-farm livelihood and artisan's rural entrepreneurs, rural markets, migrant labour, social innovation projects	Classroom discussions/Field visit Individual /Group conference Report/journal submission & VIVA
3.	Rural and local Institutions	Traditional rural and community organization, self-help groups, decentralized planning, panchayat raj institutions Gram panchayat, Nagarpalika and Municipalities, local Civil Society, Local administration, National rural, Livelihood Mission [NRLM], Mahatma Gandhi National Rural Employment. Guarantee [MGNREGA].	Classroom discussions /Field visit Individual /Group conference Report/journal submission & VIVA
4.	Rural and National development programmers	History of rural development and current National Programms in India: Sarva Shiksha Abhiyan, Beti Bachao- Beti Padhao, Ayushman Bharat, e-Shram Swachh Bharat, PM Awas yojana, Skill India, Digital India, Start-Up India, Stand-Up India, Scheme of Fund for Regeneration of Traditional Industries (SFURTI), Jal Jeevan Mission, Mission Antyodaya, ATMANIRBHAR Bharat, etc.	Classroom discussions/Field visit Individual /Group conference Report/journal submission & VIVA

**Note: Faculty can make addition in the list of activities as per domain content**

(\*Community Engagement Programme (CEP) Related to All Major Subject.)

### Recommended field-based activities (Tentative):

- ☐ Participate in Gram Sabha meetings, and study community participation;
- ☐ Visit to Swachh Bharat Mission project sites, conduct analysis and initiate problem-solving measures;
- ☐ Interaction with Self Help Groups (SHGs) women members, and study their functions and challenges; planning for their skill-building and livelihood activities;
- ☐ Visit Mahatma Gandhi National. Rural Employment Guarantee Act 2005 (MGNREGS) project sites, interact with beneficiaries and interview functionaries at the work site;
- ☐ surveys on Mission Antyodaya to support under Gram Panchayat Development Plan
- ☐ Visit Rural Schools/mid-day meal centres, study academic and infrastructural resources, digital divide and gaps;
- ☐ Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries;
- ☐ Visit to local Nagarpalika office and review schemes for urban informal workers and migrants;
- ☐ Attend Parent Teacher Association meetings, and interview school drop outs;
- ☐ Visit local Anganwadi and observe the services being provided;
- ☐ Visit local NGOs, civil society organizations and interact with their staff and beneficiaries;
- ☐ Organize awareness programmes, health camps, Disability camps and cleanliness camps;
- ☐ Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys and building solar powered village;

- ☒ Understanding of people's impacts of climate change, building up community's disaster preparedness;
  - ☒ Organize orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers, promotion of traditional species of crops and plants and awareness against stubble burning;
  - ☒ Formation of committees for common property resource management, village pond maintenance and fishing;
  - ☒ Identifying the small business ideas (handloom, handicraft, khadi, food products, etc.) for rural areas to make the people self-reliant.
  - ☒ Interactive with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization;
  - ☒ Financial Literacy Awareness Programme
  - ☒ Digital Literacy Awareness Programme
  - ☒ Education Loan Awareness Programme
  - ☒ Entrepreneurship Awareness Programme
  - ☒ Awareness Programmes on Government Schemes
  - ☒ Products Market Awareness
  - ☒ Services Market Awareness
  - ☒ Consumer Awareness Programme
  - ☒ Accounting Awareness Programme for Farmers
  - ☒ Accounting Awareness Programme for Street Vendors etc.

## **6. IMPORTANT RULES AND REGULATIONS FOR CEP:**

Concurrent Fieldwork: Students must conduct comprehensive studies on various challenges that they face in their chosen field. Every work relevant to the subject matter should be compiled and documented.

Students should keep separate fieldwork diary or maintain journal in order to record their fieldwork experiences i.e. reading, e- contents, tasks, planning and work hours have to be recorded in the diary. Detailed work records report on students' fieldwork experiences and activities to be submitted and should be presented. The fieldwork conference is part of the timetable and is mandatory. Faculty should hold a fieldwork conference FOREIGHTNIGHTLY for all students.

In addition to the principal curriculum, the students engage in a variety of community development-related activities. They are encouraged to plan and carry out programs, processions, and events for social causes. These activities seek to enhance students' personal and professional skills as well as foster self- development. "Rural Camp" should be embedded in the curriculum for first-year students to be held in the backward and neglected areas of District's

Concurrent Fieldwork is the core curriculum activity in the CEP course. Hence, 100% attendance of the students is mandatory in case of absence on any student, supplementary fieldwork must be arranged and accomplished with the approval of the faculty supervisor.

## 7. EVALUATION/ASSESSMENT SCHEME:

### Community Engagement Programme [CEP]

#### Evaluation Pattern: Total Marks: 50

Students should keep a field diary / journal to record contents, readings and field visit planning.

The assessment pattern is Internal and External i.e. 20+30=50

<b>CA- Internal Evaluation:20 Marks [P] Conducted by Internal Examiner</b>	
Participation in the Community Engagement Programme Initiation	10 Marks
Proposal for Community Engagement Programme with all the necessary components	10 Marks
<b>Total</b>	<b>20 Marks</b>
<b>UA- End Semester Practical Examination: 30 Marks [P] Conducted by Internal Examiner and External Examiner</b>	
Oral Presentation of CEP Activity	10 Marks
Preparation and Presentation of Community Engagement Programme Report with all the necessary components	20 Marks
<b>Total</b>	<b>30 Marks</b>