



Savitribai Phule Pune University
(Formerly University of Pune)

Faculty of Commerce and Management
(Commerce)

**Community Engagement Project Course Curriculum in
Major Related Courses under Commerce and Guidelines
as per NEP 2020
w.e.f. Academic Year 2025-2026**

Class: S.Y. B.Com. Semester-IV

**Dean of the Faculty of Commerce and Management, Chairman /
Coordinator of Board of Studies (Commerce)**

Sr. No.	Name of the BOS	Name of the Dean, Chairman / Coordinator
1	Dean of the Faculty	Dr. Supriya Patil
2	Accountancy	Dr. Manohar Sanap
3	Cost and Works Accounting	Dr. Sunita Dakle
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6	Business Practices	Dr. Maruti Kekane
7	Business Laws	Dr. Shivaji Takalkar
8	Banking, Finance and Insurance	Prin. Dr. Kishor Nikam
9	Statistics and Computer Applications	Prin. Dr. Nitin Ghorpade

**Drafting Committee for Community Engagement Project Course Curriculum
in Major Related Courses under Commerce**

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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. Key Principles for Community Engagement:

In light of the key recommendations of NEP 2020, the following key principles shall guide community engagement of HEIs:

- a) ***Mutual learning and respect:*** Mutually agreed interests and needs of both rural and peri-urban poor communities and HEIs should be articulated and respected. Without ensuring mutual benefit, community engagement does not serve the purpose of social responsibility of HEIs. While community learns from students and faculty engaging with them, students and teachers should also learn from community knowledge and experiences.
- b) ***University-wide, in each faculty and discipline:*** Community engagement should not be limited to a few social science disciplines alone. It should be practised across all disciplines and faculties of HEIs. This will help educate local communities about new technological innovations as well as inform students and faculty about ways to harness local technology and knowledge.
- c) ***Credit-based for students:*** Participation of students in teaching activities of community engagement and research projects and learning should earn them credits.

Community engagement should thus be included to meet their graduation requirements and it should be integrated into their assessments.

- d) **Providing credit to teachers for engagement activities:** Performance assessments of teachers, researchers and administrators in HEIs should include a review of their involvement and contributions to community engagement in teaching and research.
- e) **Linkages with local institutions:** In order to sustain regular community engagement programmes, HEIs should develop organic and long-term linkages with local institutions around them. These include local governments, district administration, local entrepreneurs, businesses and local NGOs.

3. Forms of Community Engagement:

HEIs can choose any combination of forms to apply the key principles of community engagement in practice:

- a) **Linking learning with community service:** In this approach, students and teachers apply their knowledge and skills in a chosen community to improve the lives of people in that community. This can be achieved through the model of ‘service-learning’ (a globally accepted best practice), providing engagement opportunities to students from various disciplines and courses to apply their knowledge to address the challenges of a specific community. For example, students of chemistry can conduct water and soil testing in local areas and share the results with the local community, students of commerce can conduct financial awareness and financial literacy campaign among the locals.
- b) **Linking research with community knowledge:** In this approach, various faculties and programmes of HEIs devise joint research projects in partnership with the communities and local agencies. The community’s own knowledge is integrated into the design and conduct of the research. New research by students helps the to complete their academic requirements, and at the same time the community’s knowledge is systematized. Community-based Participatory Research (CBPR) approaches are gaining recognition in this regard. Students can undertake research in partnership with the community on various local issues and solutions thereon.
- c) **Knowledge sharing and knowledge mobilization:** The knowledge available with students and teachers in various disciplines is made available to the local community to realize its developmental aspirations, secure its entitlements and access its benefits from various agencies and schemes. 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 can undertake a ‘swachhta survekshana’ and/or nutrition survey for mothers and children, and educate them about hygiene and nutrition.
- d) **Devising new curriculum and courses:** Many institutions of higher education develop new curricula in existing courses as well as design new courses to engage with the community. This enriches the curriculum of existing courses through locally-appropriate subject matter. It also creates new, locally appropriate educational programmes that interest a new generation of students. For example,

new courses on financial inclusion, entrepreneurship development and nutritional value of local produce can improve knowledge and business opportunities for students.

- e) **Including practitioners as teachers:** Local community elders, women leaders, tribals, entrepreneurs and civil society practitioners have enormous practical knowledge of a wide variety of issues - from agriculture and forestry to child-rearing, micro-planning, water-harvesting and project management. This expertise can be tapped by inviting such practitioners to co-teach courses both in the classrooms and in the field. Such instructors should be duly recognized, compensated and respected for their practical experience and knowledge.
- f) **Social innovations by students:** The students can be encouraged to initiate learning projects with a social impact and supported by HEIs. Incubation of such social innovation projects by students can also have meaningful links to existing curriculum and courses. Some competitions for social innovation are being organized by some HEIs; they should be integrated into the curriculum.

4. Course Objectives (Common):

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

- a) To improve learning outcomes by applying classroom knowledge to real-world situations.
- b) To apply classroom knowledge of courses to field realities to bring good changes in the same and thereby improve the quality of learning.
- c) To align classroom learnings with awareness about societal issues and provide students an exposure about the same and align their experiences with contemporary problems / concerns.
- d) To integrating theoretical and practical aspects to create blended learning experience under the guidance of their faculty.
- e) To enhance research skills including knowledge discovery, analytical tools, methodologies, and ethical conduct.
- f) To facilitate problem-solving, decision-making, teamwork, and collaboration.
- g) To foster ability to work in teams, develop social awareness and nurturing of human values in students.
- h) To develop and promote an appreciation of Indian rural life rural culture, ethos, lifestyle, wisdom and social realities, and understand the issues of rural among the students and explore the solutions to overcome the issues of rural.
- i) To understand about the status of various agricultural and development programmes and their impact on the agricultural sector and farmers.
- j) To learn the causes of distress and poverty faced by vulnerable households and explore solutions for the same.
- k) To learn the significant contributions of local communities to Indian society and economy and to make aware the society about the recognition of the same.
- l) To create collaboration between Higher Education Institutes (HEIs), social organization, Government and non-government institutes for impactful Community Engagement Projects.

5. Course Outcomes (Common):

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

- a) Gain an understanding of rural life, Indian culture and ethos and, social realities.
- b) Develop a sense of empathy and bonds of mutuality with the local community.
- c) Appreciate the significant contributions of local communities to Indian society and economy.
- d) Learn to value the local knowledge and wisdom of the community.
- e) Identify opportunities for contributing to community's socio-economic improvements.
- f) Tackle / Understand the societal issues more efficiently and effectively.
- g) Apply concepts learned in classrooms to real-world socio-economic conditions enhancing their understanding and skills.
- h) Show insights into the challenges, opportunities and culture of socio-economic diversity, preparing them for future roles as responsible citizens.
- i) Demonstrate evidence of research aptitude and skills of critical thinking, analytical skills and ethical research conduct in community engagement work.
- j) Display problem-solving abilities in making informed decisions in complex scenarios through practical situations.
- k) Work in teams and collaborate to achieve common goals in the work field environments through collaborative efforts.
- l) Show integrity in their dealings with their work and the people that they interact with by upholding professional; principles and ethical standards.

6. Role and responsibilities:

A) College Authority:

- a) College Authority has to provide all necessary facilities and requirements to the Head, Supervisor and Students such as Library facility, Internet Service, Electronic Gadgets etc. for smooth completion of Field Projects.
- b) College Authority has to make MOUs with the various NGOs.
- c) College Authority has to make reimbursement of expenses such as Travelling/Local Conveyance, Dearness Allowance, Entry Fee etc. to the teacher cum supervisor, if he or she incurred for the visit to fields.
- d) College Authority has to provide money for organization of orientation lectures, guest lectures, workshops etc. as per the proposals submitted to the College by the subject teachers through Head of the Department.

B) Head of the Department (HOD):

- a) Allotment of teacher cum supervisor to the students for field project should be done by Head of the Department.
- b) The Head of the Department has to ensure about the required facilities provided by the College Authority for smooth completion of Community Engagement Project.

C) Teacher cum Supervisor:

- a) To engage the introductory lectures as per the curriculum at the beginning in the class-rooms.
- b) To prepare a proper schedule of community engagement project well-in-advance and display the same on the College Website and the Notice Boards of the College at the beginning of the Semester.
- c) To incorporate all necessary instructions as well as guidelines of community engagement project in the schedule for students' information.
- d) To conduct orientation sessions or workshops in consultation with the Head of the Department to meet the requirement of students for completion of community engagement project and the expenses to be borne by the college.
- e) To make allotment of topic for CEP among the students from the suggested lists or any other topic relating to the major course.
- f) To take regular feedback and review on students' engagement on the community engagement project.
- g) To monitor students' community engagement project progress and provide guidance to them.
- h) To keep the record of interaction with students.
- i) To collect and review progress reports.
- j) To assess and evaluate community engagement projects including documentations, presentations etc as per the University norms.

D) Students:

- a) To refer the schedule which is to be uploaded on College Website by each student.
- b) To select a topic from the suggested list or any other topic in consultation with the teacher cum supervisor.
- c) To prepare outline on the selected topic of community engagement project in consultation with your teacher cum supervisor.
- d) To take approval for the topic and outline from your teacher cum supervisor.
- e) To attend the orientation sessions or workshops on the community engagement project is to be conducted by your teacher cum supervisor.
- f) To attend the experts'/guest faculty sessions organized by your teacher cum supervisor.
- g) To report the progress to your teacher cum supervisor periodically or as per the instructions of your teacher cum supervisor.
- h) To give the presentation as per schedule issued by teacher cum supervisor.
- i) To maintain the activity cum field work report during field visit in the prescribed format provided by your teacher cum supervisor and get it validated by the teacher cum supervisor.
- j) To keep regular communication with teacher cum supervisor for completion of community engagement project.
- k) To complete the community engagement project report as per the instructions issued by teacher cum supervisor time to time and the same are mandatory on

the students. If student fails to make compliance as per the instruction issued by teacher cum supervisor, then the student will be responsible for his/her academic loss.

- l) To prepare community engagement project report as per guidelines issued by the University in consultation with teacher cum supervisor.
- m) To give the field visit and maintain the record by every student.
- n) Community engagement project work can be initiated by the students in group or individual. The group of max 3 students can work on same area subject to identification and allocation of different roles of each member and accordingly project report to be prepared.

7. Credits and Duration:

Community Engagement Programme shall be for 2 credits, i.e. 60 Hours. Out of 60 Hours, at least 15 Hours shall be reserved for Classroom Teaching and the remaining Hours for Community Engagement Project and it shall be compulsory for all students.

8. Assessment and Evaluation Pattern/Scheme:

Assessment and Evaluation of the Community Engagement Project to be made internally i.e. at the college level, and involves the following parameters:

a) Parameters for Assessment and Evaluation (Total Marks - 50):

Sr. No.	Criteria	Marks
1	Class Room Attendance and participation in Field Visits (To be assessed and evaluated by the Teacher cum Supervisor)	15
2	Community Engagement Project Report (To be assessed and evaluated by the Teacher cum Supervisor)	15
3	*Viva Voce i.e. Presentation of Community Engagement Project (To be assessed and evaluated by the Teacher cum Supervisor i.e. Internal Examiner and External Examiner from the other College be called by the College)	20
Total Marks		50

b) *Viva Voce Assessment and Evaluation of Community Engagement Project Report:

Viva Voce Assessment and Evaluation to be made jointly by the Subject Teacher cum Supervisor as Internal Examiner and External Examiner from the other College (Appointed by the College) as per viva-voce schedule prepared and issued by the College at the end of the semester.

Viva Voce Assessment and Evaluation Sheet

Uni. Seat No.	Name of the Student	Internal Examiner (10 Marks)	External Examiner (10 Marks)	Total Viva Voce Marks (20 Marks)
1	2	3	4	5 = 3 + 4

Note: College has to strictly follow above assessment and evaluation sheet and should be duly signed by Internal Examiner and External Examiner.)

9. Format or Layout or Structure of Community Engagement Project Report:

The students are required to prepare and submit a Community Engagement Project Report in consultation with the Teacher cum Supervisor in the following suggested format or layout or structure:

a) Layout or Structure of the Report should be arranged in the following order:

Sr. No.	Contents
1	Title Page (Specimen-A)
2	Community Engagement Project Completion Certificate (Specimen-B)
3	NGO's or Organization's Certificate (Specimen-C)
4	Student's Declaration (Specimen-D)
5	Acknowledgement
6	Table of Contents (Include headings and subheadings with page numbers)
7	List of Figures (List all figures included in the report with corresponding page numbers)
8	List of Tables (List all tables included in the report with corresponding page numbers)
9	Chapter 1: Introduction: It includes introduction of the topic, scope of the topic, significance of the topic, statement of problems, objectives of the study, expected outcomes of the study, background information of the topic etc..
10	Chapter 2: Literature Review: Review relevant literature and theoretical frameworks related to the field of study. Discuss how existing knowledge informs the project and its goals.
11	Chapter 3: Methodology: a) Describe the approach and tools used for data collection during the visit (e.g., observational methods, interviews, archival research). b) Discuss the rationale behind the chosen methods.
12	Chapter-4: Profile of the NGO or Organisation: Deals with a detailed overview of the NGO or Organisation where the fieldwork was conducted including information about its structure, mission and its goals.
13	Chapter 5: Description of the Community Interactions, Observations and Analysis: a) Use of Sources of Data: Primary and Secondary b) Provide detailed descriptions of community interactions and engagements carried out. c) Include observations related to fieldwork: work's-relevance to topic selected. d) Use photographs, diagrams, and sketches, etc. to support the descriptions. e) Analyse the data collected in relation to the study objectives.
14	Chapter 6: Conclusion and Recommendations:

	<p>a) Discuss how the findings from the visits contribute to the understanding of subject area.</p> <p>b) Summarize the key findings and their significance.</p> <p>c) Offer recommendations based on the research findings for further study or preservation efforts.</p>
15	<p>References: List all sources cited in the report in a consistent format.</p>
16	<p>Appendices: Include additional data, interview transcripts, questionnaire, notes, or documents that are relevant to the report but not integral to its main text.</p>

b) Guidelines for Typography, Paper Size and Size of Projects:

Project should be typed on *A4 Sheets of 100 GSM, Print: Both Sides for Regular Texts and One Side for Title Page, Certificate, and Declaration, Margin: Top, Bottom, and Right 1" and Left 1.5", Alignment for Regular Text – Between the all side Margin, Font Size 12 for regular Texts and 14 for Heading, Font Types: Times New Roman, Spacing: One and a Half Spacing. In case of Project in Marathi Medium, the Teacher cum Supervisor should guide students in this regard to bring the uniformity.* The project report shall have appropriate chapters scheme and be presented in a minimum of 25 pages (Approximately minimum of 7500 words) excluding Title Page, Certificate, Declaration, Acknowledgement, Chapters Scheme, List of Tables/Charts/Graphs/Abbreviations and References.

(Specimen-A: Title Page)

WRITE HERE THE TITLE OF THE PROJECT

(Capital Letter with Centre Alignment)

A COMMUNITY ENGAGEMENT PROJECT REPORT SUBMITTED TO
SAVITRIBAI PHULE PUNE UNIVERSITY

IN THE PARTIAL FULFILMENT OF
THE REQUIREMENT FOR THE DEGREE OF
**BACHELOR OF COMMERCE IN ACCOUNTANCY
AND TAXATION**
IN THE COURSE OF
CEP IN ACCOUNTANCY AND TAXATION

SUBMITTED BY

NAME OF THE STUDENT

Class: S.Y. B.Com. Sem-IV

Division: _____, Roll No. _____

University Seat No. _____

Academic Year: _____

UNDER THE GUIDANCE OF

NAME OF THE SUPERVISOR

(Logo of the College)

NAME OF THE DEPARTMENT

NAME OF THE COLLEGE

WRITE MONTH AND YEAR

(Specimen-B: Community Engagement Project Completion Certificate)

CEP REPORT COMPLETION CERTIFICATE

This is to certify that the Community Engagement Project Report entitled _____
in the subject (Specialization) _____ was prepared by _____
_____, Class: SY B.Com., Sem-IV, Div. _____
Roll No. _____, under my guidance and supervision for the Academic Year _____.

This Community Engagement Project Report is based on original study / field work carried out by him / her. Material / Notes obtained from sources has been duly acknowledged in the Community Engagement Project Report. To the best of my knowledge the work of the student is original and the information included in the project is correct.

This Community Engagement Project Report is submitted to Savitribai Phule Pune University in partial fulfilment of requirement of SY B.Com., Sem-IV for the Academic Year _____.

Place:
Date:

Signature
Name of the CEP Supervisor

Place:
Date:

Signature
Head of the Department

Viva-Voce Examination

Date of CEP Viva-Voce Exam: _____

University Seat No. _____

Signature of Internal Examiner

Signature of External Examiner

(Specimen-C: NGO's or Organization's Certificate)

NGO'S OR ORGANISATION'S CERTIFICATE

This is to certify that the Community Engagement Project Report entitled _____
in the subject (Specialization) _____ was prepared by _____
_____, Class: SY B.Com., Sem-IV, Div. _____
Roll No. _____, at our NGO of Organization our supervision during the Academic Year
_____.

During the study Community Engagement Project Report, he or she has visited our NGO
or Organisation frequently for guidance and collection of information carried out by him /
her.

Place:

Signature

Date:

Name of the NGO's or Organisation's Official

(Specimen-D: Student's Declaration)

DECLARATION

I, Mr./Ms. _____ Student of

College studying in _____ program,
hereby declare that I have completed the Community Engagement Project titled

_____ during the
Academic Year _____ .

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

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

Place: Pune
Date:

Name and Signature of the Student

10. Appendix-I: Format for Student - Supervisor Interaction Diary:

STUDENT - SUPERVISOR INTERACTION DIARY

I, the undersigned Ms. /Mr. _____
currently enrolled in the Class: _____, Div. _____, Roll No. _____,
at _____
college, and undertaking my Community Engagement Project work under the supervision
of Dr./Ms./Mr. _____, and I hereby
confirm that I have met my Teacher cum Supervisor on the following dates mentioned
below for Project Guidance:

Sr. No.	Date	Signature of the Student	Signature of the Internal Guide	Remark

Signature of the Candidate

Signature of Supervisor

Important: It is expected that students shall meet their Teacher cum Supervisor frequently for the CEP work interaction during the semester. Students should retain the above stated '*Student - Supervisor Interaction Diary*' and submit the same with required signatures of the Supervisor while submitting the Project to Teacher.

Note: The Project Report will not be accepted without the duly filled Student – Supervisor Interaction Diary by the student.

11. Appendix-II: Format for Student – NGO/Organisation’s Official Interaction Diary:

STUDENT – NGO’S/ORGANISATION’S OFFICIAL INTERACTION DIARY

I, the undersigned Ms. /Mr. _____
currently enrolled in the Class: _____, Div. _____, Roll No. _____,
at _____
college, and undertaking my Community Engagement Project work on the NGO’s or
Organisation’s _____
(Name of the NGO/Organisation) under the guidance of Dr./ Ms./ Mr.
_____, (Name of the NGO’s or Organisation’s Official)
and I hereby confirm that I have visited to NGO’s or Organisation’s Office or Site during
the semester on the following dates mentioned below for Project Guidance:

Sr. No.	Date	Signature of the Student	Signature of the NGO’s or Organisation’s Official	Points discussed

Signature of the Candidate

Signature of the NGO’s or Organisation’s Official

Important: It is expected that students shall give visit to selected NGO or Organisation frequently for the guidance about CEP work and collection of information on the same from the Officials of NGO or Organisation. Students should retain the above stated ‘*Student – NGO’s or Organisation’s Interaction Diary*’ and submit the same with required signatures of the Officials of NGO or Organisation while submitting the Project to Teacher.

Note: The Project Report will not be accepted without the duly filled Student – NGO’s or Organisation’s Officials Interaction Diary by the student.

12. Background / Purpose / Aims of Community Engagement Projects:

The Community Engagement Projects under Commerce and Management subjects are designed to create a meaningful bridge between classroom learning and real-life community needs. The primary purpose of these projects is to provide students with experiential learning opportunities where they can apply subject knowledge such as accounting, costing, management, marketing, finance, insurance, and legal awareness in solving practical problems faced by society. Through community-based observational studies, structured surveys, awareness drives, volunteering activities, and solution-based interventions, students will understand the functioning of informal and formal economic systems and identify the challenges faced by street hawkers, small vendors, farmers, NGOs, orphanages, old age homes, school children, and various citizen groups. These projects aim to develop students' sensitivity towards social issues, promote responsible citizenship, and strengthen their ability to contribute to inclusive and sustainable development.

13. General Indicative / Suggestive List of Areas / Topics for CEP in Commerce for all Major related Courses:

Sr. No.	Areas / Topics
1	Community projects on Mangrove conservation, tree plantation, and eco-awareness campaigns.
2	Engagement in guided biodiversity trails and sustainability education campaigns.
3	Assistance in slum-based education and nutrition programs for children.
4	Improve public spaces and civic hygiene through youth-led volunteering.
5	Use digital skills to implement socially impactful tech projects.
6	Organization of competitions for social innovation.
7	Engagement in wide variety of issues - from agriculture and forestry to child-rearing, micro-planning, water-harvesting and project management.
8	Awareness on financial inclusion, entrepreneurship development and nutritional value of local produce can improve knowledge and business opportunities for students.
9	Improve the lives of people in the community through the innovation of new Model of 'service-learning'.
10	Engagement on 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.
11	Understanding of rural and local economy and livelihood through Agriculture, farming, land ownership, water management, animal husbandry, non-farm livelihood and artisan's rural entrepreneurs, rural markets, migrant labour, social innovation projects.
12	Community engagement through appreciation of rural society on 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.

13	Community engagement through Rural and local Institution on 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] or Viksit Bharat – Guarantee for Rozgar and Ajeevika Mission (Gramin) – VB-G RAM-G.
14	Community engagement through Rural and National development programmes on History of rural development and current National Programs 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.
15	Functioning of School Management Committees.
16	Effectiveness of Gram Sabha meetings.
17	Contributions of Village Health Sanitation and Nutrition Committees in supporting Anganwadi.
18	Maintenance of traditional water bodies.
19	Village governance of common grazing lands.
20	Safety of girls in public spheres.
21	Competitive mechanisms for marketing of agricultural produce.
22	Potential use of digital technology in market information.
23	Quality of functioning of Common Service Centres.
24	Opportunities for natural resource-based entrepreneurship.
25	Inventorizing 'Recognition of Prior Learning' for skilling programmes relevant for local economy.
26	Interaction with Self Help Groups (SHGs) women members, and study their functions and challenges; planning for their skill-building and livelihood activities.
27	Visit Mahatma Gandhi National. Rural Employment Guarantee Act 2005 (MGNREGS) project sites or Viksit Bharat – Guarantee for Rozgar and Ajeevika Mission (Gramin) – VB-G RAM-G project sites, interact with beneficiaries and interview functionaries at the work site.
28	Field visit to Swachh Bharat project sites, conduct analysis and initiate problem-solving measures.
29	Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP).
30	Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization.
31	Visit Rural Schools/mid-day meal centres, study academic and infrastructural resources, digital divide and gaps.

32	Participate in Gram Sabha meetings, and study community participation.
33	Visit to Swachh Bharat Mission project sites, conduct analysis and initiate problem-solving measures.
34	Associate with Social Audit exercises at the Gram Panchayat level, and interact with programme beneficiaries.
35	Visit to local Nagarpalika Office and review schemes for urban informal workers and migrants.
36	Attend Parent Teacher Association meetings, and interview school drop outs.
37	Visit local Anganwadi Centre and observe the services being provided.
38	Visit local NGOs, civil society organisations and interact with their staff and beneficiaries.
39	Organize awareness programmes, health camps, Disability camps and cleanliness camps.
40	Visit Rural Schools/mid-day meal centres, study academic and infrastructural resources, digital divide and gaps.
41	Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys and building solar powered village.
42	Understanding of people's impacts of climate change, building up community's disaster preparedness.
43	Organise 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.
44	Formation of committees for common property resource management, village pond maintenance and fishing.
45	Identifying the small business ideas (handloom, handicraft, khadi, food products, etc.) for rural areas to make the people self-reliant.
46	Any other Community engagement activity be decided by the subject teachers in consultation with the Head of the Department.
47	Interactive with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization.
48	Financial Literacy Awareness Programme.
49	Digital Literacy Awareness Programme.
50	Education Loan Awareness Programme.
51	Entrepreneurship Awareness Programme.
52	Awareness Programmes on Government Schemes.
53	Products Market Awareness.
54	Services Market Awareness.
55	Consumer Awareness Programme.
56	Accounting Awareness Programme for Farmers.
57	Accounting Awareness Programme for Street Vendors etc.
58	Any other Community engagement activity be decided by the subject teachers in consultation with the Head of the Department

14. List of Recommended Books and Study Materials:

Sr. No.	Name of the books / study materials
1	MoES (Ministry of Education): National Service Scheme (NSS) Manual
2	UGC – Guidelines for Community Engagement in Higher Education
3	Creswell, J. W. – Research Design: Qualitative, Quantitative, and Mixed Methods Approaches
4	Siegel, A. F. – Practical Business Statistics
5	Online Data Tools: NSSO, Census of India, NITI Aayog, World Bank Data
6	NIH Publication. (2011). Principles of Community Engagement, 2 nd Edition.
7	Rumley, M. (2020). Modern-Day Strategies for Community Engagement: How to Effectively Build Bridges Between People and the Bottom Line
8	Green, G., & Robinson, J. (2011). Introduction to Community Development, Theory, Practice, and Service-Learning. SAGE Publications.
9	Nelson, E., Pratt, B., Kamuya, D., & Mumba, N. (2021). Ethical dimensions of community engagement and involvement in global health research.
10	Tandon, R. – Participatory Research and Community Engagement
11	Sharma, S.L. – Grassroots Social Work and Community Engagement
12	Sundar, P. – Business and Community: The CSR Approach in India
13	Baxi, C.V. & Ray, R. – Corporate Social Responsibility, Business and Society
14	Putnam, R.D. – Bowling Alone: The Collapse and Revival of American Community
15	Ostrander, S.A., & Schervish, P.G. – Giving and Volunteering in a Changing Society
16	Kretzmann, J.P., & McKnight, J.L. – Building Communities from the Inside Out
17	Visser, W. – The Age of Responsibility: CSR 2.0 and the New DNA of Business
18	Webliography:
19	United Nations Development Programme (www.undp.org) – Business and Community Development
20	Stanford Social Innovation Review (www.ssir.org) – Case Studies on Business-Led Community Engagement
21	Indian NGOs Portal (www.ngoportal.org) – CSR and Business-Led Community Projects in India
22	Harvard Business Review (www.hbr.org) – Sustainable Business and Community Engagement

15. Major Course wise CEP Syllabus, and Suggestive List of Areas / Topics for CEP:

From a learning perspective, the projects enable students to build essential skills such as data collection, communication, teamwork, leadership, critical thinking, problem diagnosis, and ethical decision-making. Students also gain practical exposure to financial literacy, cost control, budgeting, business operations, consumer rights, cyber safety, and legal compliance, while improving their documentation and report-writing abilities. The expected outcomes of these projects include the development of community problem-maps, survey

reports, awareness campaigns, training modules, budgeting templates, financial and legal literacy materials, and practical recommendations for community betterment. Overall, these community engagement projects ensure that students not only learn their subjects more effectively, but also emerge as socially responsible professionals who can understand grassroots realities and contribute positively to society through knowledge-driven solutions. Following are the details of the board of study wise significance of various community engagement projects.

Restructured Syllabus (2024 Pattern as per NEP-2020)
Faculty: COMMERCE & MANAGEMENT (Commerce)

Class: S.Y. B.Com. Sem-IV

Title of the Course: CEP in Accountancy and Taxation

Name of the Program	Course Code	Type of Course	Credits	Lectures per Week in Clock Hour
B.Com. in Accountancy & Taxation	AT281CEPP	CEC	2	4

Introduction:

Community engagement projects in Accountancy and Taxation are significant because they connect students with the real financial realities of households, micro-businesses, NGOs, and community institutions. Many community groups such as street hawkers, small shopkeepers, women entrepreneurs, farmers, and informal workers operate without systematic record keeping, leading to confusion in income–expense tracking, poor cash management, credit losses, and weak financial decision-making. Through field surveys and observation-based studies, students learn how accounting principles such as recording, classification, summarization, and reporting are essential for financial discipline and sustainability at the grassroots level. These projects help students identify financial leakages, improper budgeting, lack of documentation, and absence of transparency in small economic units.

The practical contribution of students may include creating simple cash books, daily sales registers, expense trackers, donation records, inventory registers, and monthly budgeting formats that community members can easily adopt. Students also learn the importance of accountability and transparency in community-based organizations like orphanages, old age homes, and NGOs. The learning outcomes include stronger conceptual clarity in accounting, improved analytical skills, ethical responsibility, and better communication abilities. Overall, Accountancy-based community engagement strengthens both student competence and community financial stability by promoting organized record keeping and responsible financial practices.

Course Objectives:

- a) To improve learning outcomes by applying classroom knowledge of Accountancy, Auditing and Taxation to real-world situations.
- b) To apply classroom knowledge of Accountancy, Auditing and Taxation to field realities to bring good changes in the same and thereby improve the quality of learning.
- c) To align classroom learnings with awareness about societal issues
- d) To provide students an exposure about the societal issues.
- e) To integrating theoretical and practical aspects to create blended learning experience.
- f) To enhance research skills including knowledge discovery, analytical tools, methodologies, and ethical conduct among the students.

- g) To facilitate problem-solving, decision-making, teamwork, and collaboration among the students.
- h) To develop social awareness and nurture of human values in students.
- i) To develop and promote an appreciation of Indian rural life, rural culture, ethos, lifestyle, wisdom and social realities.
- j) To understand about the status of various agricultural and development programmes and their impact on the agricultural sector and farmers.
- k) To learn the causes of distress and poverty faced by vulnerable households and explore solutions for the same.
- l) To learn the significant contributions of local communities to Indian society and economy and to make aware the society about the recognition of the same.
- m) To create collaboration between Higher Education Institutes (HEIs), social organization, Government and non-government institutes for impactful Community Engagement Projects.

Unit	Title and Contents	No. of Lectures
1	Introduction to Community Engagement: 1.1 Meaning, needs. Scope, characteristics and importance and elements of community engagement 1.2 Principles of social responsibility and citizenship 1.3 Role of higher education in community development	05 Class Room
2	Community Development: 2.1 Role of Businesses in Community Development – CSR, Ethical Practices, and Social Enterprises 2.2 Stakeholder Identification – Government, NGOs, Corporates, and Local Businesses 2.3 Ethical Considerations and Social Impact Assessment in Business-led Community Initiatives 2.4 Case studies of successful community initiatives	05 Class Room
3	Rural and National Development Programmes: History of rural development and current national programmes in India: Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swachh Bharat, PM Awaas Yojana, Skill India, Gram Panchayat Decentralised Planning, National Rural Livelihood Mission (NRLM), Mahatma Gandhi National Rural Employment Guarantee Act 2005 (MGNREGA), SHRAM, Jal Jeevan Mission, Scheme of Fund for Regeneration of Traditional Industries (SFURTI), Atma Nirbhar Bharat, Viksit Bharat – Guarantee for Rozgar and Ajeevika Mission (Gramin) – VB-G RAM-G etc.	05 Class Room
4	Planning and Execution of Community Engagement Project:	45

	4.1 Identifying a Business-Related Community Issue (Refer Suggestive or Indicative List). 4.2 Project Design and Implementation: Setting Objectives, Budgeting, Methodology and Action Plan 4.3 Monitoring and Evaluating Impact: Field Visit, Data Collection and Analysis, Reporting, and Feedback Mechanisms 4.4 Documentation and Presentation: Report Writing, Case Studies, and Reflection	Field Visit, Interaction, Data Collection and Project Writing
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Course Outcomes:

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

- a) Gain an understanding of rural life, Indian culture and ethos and, social realities and develop a sense of empathy and bonds of mutuality with the local community.
- b) Appreciate the significant contributions of local communities to Indian society and economy and Contribute in the community’s socio-economic improvements.
- c) Understand and tackle the societal issues more efficiently and effectively.
- d) Apply concepts learned in classrooms to real-world socio-economic conditions enhancing their understanding and skills and show insights into the challenges, opportunities and culture of socio-economic diversity, preparing them for future roles as responsible citizens.
- e) Demonstrate evidence of research aptitude and skills of critical thinking, analytical skills and ethical research conduct in community engagement work.
- f) Display problem-solving abilities in making informed decisions in complex scenarios through practical situations.
- g) Show integrity in their dealings with their work and the people that they interact with by upholding professional; principles and ethical standards.

Indicative / Suggestive List of Areas / Topics for CEP in Accountancy and Taxation:

Sr. No.	*Areas / Topics
1	Accounting Practices of Street Hawkers: A Survey Study
2	Cash vs UPI Transactions Among Street Vendors: Accounting Impact
3	Profit Estimation of Small Food Stalls: Field Study
4	Working Capital Problems of Hawkers: Community Survey
5	Inventory Management of Vegetable Vendors: Observational Project
6	Pricing Practices of Street Vendors: Cost & Profit Analysis
7	Digital Payment Bookkeeping for Hawkers: Training & Follow-up
8	Income Stability of Hawkers Across Seasons: Accounting Study
9	Expense Tracking System for Hawkers: Template-Based Intervention
10	Credit Sales Practices in Local Markets: Accounting Risk Study
11	Financial Mismanagement Issues Among Small Vendors: Survey
12	Household and Business Account Mixing Among Hawkers: Study
13	Cost Analysis of Tea Stalls: Profitability Mapping

14	Women Vendors and Micro-Accounting: Field Survey
15	Farm Income & Expense Record Keeping Practices: Study
16	Accounting Awareness for Farmers: Village Training Drive
17	Farm Loan Utilization and Record Tracking: Field Study
18	Post-Harvest Loss and Cost Impact: Rural Accounting Project
19	Dairy Farming Profitability: Income-Expense Accounting Study Poultry Business Accounting: Community Case Study
20	Water Use Cost Analysis in Farming: Observational Project
21	Organic Farming Costing vs Conventional Farming: Comparison
22	Seasonal Cash Flow of Farmers: Survey and Report
23	Financial Literacy and Crop Insurance Awareness Drive
24	Farm Equipment Shared Cost Model: Rural Accounting Solution
25	SHG-Based Rural Farming Accounting: Study
26	Accounting Challenges in Farmer Producer Organizations (FPOs)
27	Rural Supply Chain and Cost Leakages: Field Study
28	Accounting Transparency Practices in Orphanages: Study
29	Donation Utilization Audit Awareness Project
30	Expense Classification System for Old Age Homes: Practical Setup
31	Budgeting Support for an NGO: Student Field Assignment
32	Donation Record Digitization for Orphanage: Community Service
33	Monthly Expense Tracker for Old Age Home: Implementation Project
34	Fund Collection and Reporting System for Small NGOs
35	Financial Planning Needs of Orphanages: Survey
36	Accounting Compliance Awareness for NGOs (Basic Training)
37	Inventory and Asset Register Preparation for NGOs
38	Case Study of NGO Financial Sustainability: Local Analysis
39	Social Audit Awareness Drive in NGO Ecosystem
40	Students as Volunteer Account Assistants for NGOs (1 Week)
41	Crowdfunding and Donation Accounting: NGO Study
42	Financial Literacy for School Students: Community Drive
43	Budgeting Skills for Underprivileged Students: Workshop
44	Accounting Games for Municipal School Children: Engagement Project
45	Survey of Education Expenses of Low-Income Families
46	Cost of Education vs Dropout Rate: Field Study
47	Scholarship Awareness and Documentation Help Camp
48	Helping Out-of-School Children: Documentation & Support Project
49	Study of Beggar Children's Education Barriers: Survey
50	"My First Savings Book" Initiative for School Children
51	Cost of Public Cleanliness Neglect: Local Area Study
52	Waste Segregation Awareness with Cost Savings Model
53	River Cleanliness Drive + Economic Loss Study
54	Public Place Cleanliness Drive + Municipal Cost Study

55	Accounting of Community Donation Drives for Cleanliness
56	Community Event Expense Planning for Cleanliness Campaign
57	Plastic Waste and Hidden Economic Costs: Survey
58	Cost Analysis of Garbage Mismanagement in Locality
59	Study of Public Toilet Maintenance Funding and Issues
60	“Adopt a Spot” Cleanliness Drive with Budget Plan
61	Traffic Violations and Economic Loss: Local Survey
62	Fuel Wastage Due to Traffic Congestion: Cost Study
63	Students Supporting Traffic Awareness Drive: Project
64	Road Accident Cost Burden on Families: Survey
65	Public Awareness on Insurance and Accident Claims
66	Helmet & Seatbelt Compliance Survey + Cost Impact Report
67	Economic Cost of Illegal Parking: Local Study
68	Cost of Roadside Encroachment: Market Survey
69	Financial Impact of Late Public Transport Due to Traffic
70	Traffic Awareness Posters + Survey + Report Compilation
71	Household Budgeting Awareness Drive in Society/Slum Area
72	Savings and Spending Patterns of Urban Families: Survey
73	Personal Finance Literacy for Daily Wage Workers
74	Awareness Drive on Bank Accounts & Passbook Reading
75	Teaching Citizens How to Track Expenses Using Mobile Apps
76	UPI Fraud Awareness + Safe Transaction Record Keeping
77	Loan Trap Awareness: Survey of Local Borrowers
78	Informal Lending System in Community: Accounting Study
79	Women’s Savings Habits in SHGs: Survey & Training
80	Budget Planning for Newly Married Couples: Community Workshop
81	Retirement Planning Awareness for Senior Citizens
82	Survey on Insurance Awareness and Premium Tracking
83	Tax Awareness for Small Shopkeepers (Basic Level)
84	Survey on ATM/Banking Problems of Senior Citizens
85	Heritage Site Maintenance Funding: Survey of Local Fort/Temple
86	Tourism Income Accounting of Local Vendors Near Forts
87	Study of Economic Benefits of Heritage Tourism in Area
88	Accounting for Community Donations for Heritage Conservation
89	“Adopt a Fort” Awareness + Fund Utilization Reporting Model
90	Visitor Spending Pattern Survey at Forts in Maharashtra
91	Cost of Neglecting Heritage Sites: Economic Impact Study
92	Heritage Tourism and Local Employment: Accounting Perspective
93	Financial Planning Model for Heritage Site Cleanliness Drives
94	Simple Book-keeping Workshop for Informal Traders: Training market vendors and street traders to use a basic cash book to manage daily income, expenses, and profits.

95	Financial Literacy Campaign for High School Students: Organizing workshops on budgeting, savings, understanding financial statements, and personal finance.
96	Accounting System Setup for Local NGOs: Providing pro-bono services to help small non-profits set up digital (e.g., Tally) or paper-based accounting systems.
97	Small Business Record-Keeping Audit: Assessing the bookkeeping practices of Small and Medium Enterprises (SMEs) in a local area and providing recommendations for improvement.
98	Development of an Expense Tracking App/Tool: Creating a simplified digital tracker for household budget management.
99	E-Filing Assistance Center for Salaried Individuals: A, pro-bono service helping low-income individuals file income tax returns.
100	GST Awareness Seminar for Small Retailers: Educating local small business owners on the impact of Goods and Services Tax (GST), compliance, and registration procedures.
101	Tax Education for NGOs (Section 80G/Charity Tax): Teaching local charitable organizations about tax exemptions, registration, and compliance requirements.
102	Workshop on Tax Deduction Opportunities: Educating employees and individuals on legal avenues for tax planning and saving, such as investments and donations
103	Social Audit of Local Government Projects: Involving community members to audit local public development projects (e.g., schools, roads) for quality and budget adherence.
105	Internal Control Audit for Community Organizations: Reviewing and improving the internal controls of local clubs, community centres, or religious organizations.
106	Transparency Assessment in Local Non-Profit Organizations: Evaluating the financial reporting and transparency of local NGOs and providing a report on best practices.
107	Workshop on Detecting and Preventing Fraud: Educating small business owners on basic forensic accounting techniques to prevent internal fraud.
108	CSR Framework Development for Local SMEs: Helping small businesses create a simple Corporate Social Responsibility (CSR) policy focused on local community development.
109	Workshop on Business Ethics for Family-Owned Businesses: Educating local business owners on ethical practices, succession planning, and corporate governance.
110	Transparency and Ethical Practices in Microfinance: Assessing the governance structure of local microfinance initiatives to ensure fair treatment of beneficiaries.
111	Environmental Accounting and Sustainability Reporting: Promoting eco-friendly reporting practices among local manufacturing units

112	Inventory Management for Small Retailers: Developing basic inventory tracking methods to reduce waste and optimize stock levels.
113	Budgeting for Rural Cooperatives: Creating simple budgetary control tools for local farmers' or women's cooperatives to enhance sustainability
114	Environmental Cost Measurement in Local Industries: Identifying and measuring environmental costs (waste, pollution) for local factories.
115	Waste Management System Evaluation: Using environmental accounting to evaluate the efficiency of community recycling initiatives.
116	Water Usage Costing for Community Facilities: Analysing cost reduction techniques for water consumption in community gardens or public spaces.
117	Energy Audit and Cost Saving Analysis: Assisting local community centres in tracking and reducing energy expenses

***Note: Students can select any topic from General Suggestive / General Indicative List for the Community Engagement Project as per Point No. 13 mentioned in herein above or select another topic with the consultation of subject teacher cum supervisor.**

Restructured Syllabus (2024 Pattern as per NEP-2020)

Faculty: COMMERCE & MANAGEMENT (Commerce)

Class: S.Y. B.Com. Sem-IV

Title of the Course: CEP in Cost and Management Accounting

Name of the Program	Course Code	Type of Course	Credits	Lectures per Week in Clock Hour
B.Com. in Cost and Management Accounting	CM282CEPP	CEC	2	4

Introduction:

Cost & Works Accounting is highly relevant for community engagement because it helps students understand how cost structures and inefficiencies affect the survival of small businesses, farms, workshops, and service units. At the community level, micro-enterprises often struggle due to unplanned pricing, hidden costs, wastage of materials, inefficient labour utilisation, and poor overhead control. Through these projects, students apply costing concepts such as material cost, labour cost, overheads, break-even analysis, job costing, batch costing, and service costing in real field situations. This allows students to study how a street food vendor, a tailor, a small workshop, a dairy farmer, or a village entrepreneur can improve profitability through simple cost control measures.

Students can create cost sheets, estimate unit costs, identify wastage points, and suggest cost reduction methods that do not compromise quality. These projects also strengthen the practical understanding of pricing decisions, productivity improvement, and efficiency management. The community benefits through improved cost awareness, better pricing strategies, and reduction in unnecessary expenditure. The student outcomes include strong application-based learning, improved numerical analysis, problem-solving ability, and deeper understanding of cost management as a tool for economic sustainability. Such projects make costing a community development instrument rather than only an industrial subject.

Course Objectives:

- 1) To apply cost accounting principles (cost sheet, budgeting, break-even analysis) in practical settings.
- 2) To understand the financial challenges of small, community-level, or social enterprises.
- 3) To develop problem-solving skills for operational inefficiencies.
- 4) To understand the cost structure of local industries (e.g., small manufacturing, cottage industries, dairy, or agriculture).
- 5) To apply techniques like cost sheets, classification of costs (fixed/variable), and break-even analysis in real-world scenarios.
- 6) To suggest cost-reduction techniques to improve the efficiency and profitability of local entities.

Unit	Title and Contents	No. of Lectures
1	Introduction to Community Engagement: 1.1 Meaning, needs. Scope, characteristics and importance and elements of community engagement 1.2 Principles of social responsibility and citizenship 1.3 Role of higher education in community development	08 Class Room
2	Community Development: 2.1 Role of Businesses in Community Development – CSR, Ethical Practices, and Social Enterprises 2.2 Stakeholder Identification – Government, NGOs, Corporates, and Local Businesses 2.3 Ethical Considerations and Social Impact Assessment in Business-led Community Initiatives 2.4 Case studies of successful community initiatives	07 Class Room
3	Planning and Execution of Community Engagement Project: 3.1 Identification of the community partner (e.g., local shop) and the problem statement (e.g., high production cost). 3.2 Identifying a Business-Related Community Issue (Refer Suggestive or Indicative List). 3.3 Identification of the community partner (e.g., local shop) 3.4 Project Design and Implementation: Setting Objectives, Budgeting, Methodology and Action Plan 3.5 Monitoring and Evaluating Impact: Field Visit, Data Collection and Analysis, Reporting, and Feedback Mechanisms 3.6 Documentation and Presentation: Report Writing, Case Studies, and Reflection	45 Field Visit, Interaction, Data Collection and Project Writing

Course Outcomes:

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

- 1) Apply cost accounting principles (cost sheet, budgeting, break-even analysis) in practical settings.
- 2) Know the financial challenges of small, community-level, or social enterprises.
- 3) Create problem-solving skills for operational inefficiencies.
- 4) Design the cost structure of local industries (e.g., small manufacturing, cottage industries, dairy, or agriculture).
- 5) Prepare cost sheets and make classification of costs (fixed/variable), and apply break-even analysis in real-world scenarios.
- 6) Apply cost-reduction techniques to improve the efficiency and profitability of local entities.

Indicative / Suggestive List of Areas / Topics for CEP in Cost and Management Accounting:

Sr. No.	*Areas / Topics
1	Cost Analysis of Street Food Items: A Field Study of Local Vendors
2	Standard Costing Practices Among Small Food Stalls: Survey
3	Waste Cost in Street Food Businesses: Observational Study
4	Costing Problems of Small Tea Stalls: Survey and Solutions
5	Material Cost Management in Vegetable Vendor Business: Study
6	Labour Cost Estimation in Small Roadside Businesses: Survey
7	Costing and Pricing Methods Used by Hawkers: Field Study
8	Break-even Analysis of Small Snack Shops: Practical Case Study
9	Profit Leakage Due to Unrecorded Costs in Street Vending
10	Comparative Cost Study of UPI vs Cash Transactions for Vendors
11	Cost of Plastic Packaging in Local Markets: Survey and Report
12	Cost Control Techniques for Small Retail Shops: Community Project
13	Costing Model for Local Tailors: Survey and Cost Sheet Preparation
14	Costing of Mobile Repair Shops: Study of Job Costing
15	Cost Study of Small Beauty Parlours: Service Costing Project
16	Job Costing in Local Carpenter Workshops: Field Study
17	Job Costing in Welding and Fabrication Shops: Survey
18	Cost Sheet Preparation for Local Printing Presses: Study
19	Cost Analysis of Small Furniture Makers: Community Project
20	Labour Efficiency Study in Local Garment Stitching Units
21	Cost Estimation Practices in Small Contractors: Survey
22	Costing of Civil Repair Work in Localities: Field Study
23	Costing of House Painting Jobs: Survey and Cost Sheet
24	Costing in Small Construction Material Suppliers: Study
25	Cost of Cultivation of Seasonal Crops: Farmer Survey
26	Costing of Organic Farming vs Conventional Farming: Comparison
27	Cost Control in Dairy Farming: Community Field Study
28	Costing of Poultry Farming: Survey and Profitability Analysis
29	Costing of Goat Farming: Rural Livelihood Study
30	Costing of Farm Labour and Wage Practices: Rural Survey
31	Costing of Fertilizers and Pesticides: Farmer Expense Study
32	Costing of Farm Machinery and Depreciation Awareness Drive
33	Cost Study of Post-Harvest Loss: Rural Cost Analysis
34	Costing in Small FPOs (Farmer Producer Organisations): Study
35	Costing of Farm Transport to Market: Rural Supply Chain Study
36	Costing of Storage and Cold Chain: Rural Field Study
37	Costing of Local APMC Market Operations: Observational Survey
38	Break-even Analysis for Small Farmers: Training + Survey
39	Costing of Mid-Day Meal Programs: School Community Study

40	Cost Study of Municipal School Operations (Basic Level)
41	Costing of School Stationery and Hidden Expenses: Survey
42	Cost of Education for Low-Income Families: Field Study
43	Cost Impact of Dropouts: Survey and Social Cost Report
44	Costing of Community Library Setup: Project Planning
45	Cost Study of Skill Training Programs for Youth
46	Costing of Digital Literacy Programs: Budgeting Project
47	Costing of Community Awareness Camps: Planning and Execution
48	Cost Analysis of Old Age Home Operations: Survey
49	Food Cost and Waste Study in Old Age Homes
50	Costing of Medical Expenses in Old Age Homes: Community Study
51	Costing and Budgeting Model for Orphanages
52	Inventory Costing System for Orphanage Supplies
53	Cost Study of NGO Activities: Practical Budgeting Project
54	Cost Control Techniques for Small NGOs: Field Intervention
55	Costing of Donation-Based Programs: Community Accounting Study
56	Cost of Volunteer Activities: Measuring Community Value
57	Costing of Community Health Camps: Planning + Reporting
58	Costing of Cleanliness Drives in Public Places: Field Project
59	Cost of River Pollution: Social Cost Study
60	Cost of Plastic Waste in Locality: Survey and Awareness
61	Costing of Waste Segregation Program: Community Budget Model
62	Cost Study of Composting Projects in Housing Societies
63	Costing of Recycling Initiatives: Field Study
64	Cost of Water Wastage in Localities: Community Cost Analysis
65	Costing of Rainwater Harvesting Setup: Project Estimation
66	Cost Study of Energy Consumption in Community Buildings
67	Costing of Solar Panel Adoption: Community Feasibility Study
68	Cost of Traffic Congestion: Fuel and Time Loss Study
69	Cost Impact of Road Accidents on Families: Surve
70	Cost Study of Helmet/Seatbelt Non-Compliance: Social Cost Report
71	Costing of Public Transport Delays: Community Impact Study
72	Cost Study of Roadside Encroachments: Market Efficiency Study
73	Costing of Traffic Awareness Drives: Planning + Execution
74	Costing of Road Safety Posters and Campaigns: Project Budget
75	Costing of Emergency Response Systems: Community Study
76	Cost of Poor Road Maintenance: Vehicle Repair Cost Survey
77	Cost Study of Small Hotels and Restaurants: Service Costing
78	Food Cost Control Practices in Small Restaurants: Survey
79	Costing of Tiffin Services: Practical Service Costing Project
80	Costing of Catering Services for Small Events: Study
81	Cost Study of Local Bakeries: Material + Labour Costing

82	Waste Cost in Restaurant Kitchens: Observational Study
83	Break-even Analysis of Small Cafes: Survey and Report
84	Costing of Delivery-Based Food Businesses: Study
85	Cost Study of Drinking Water Suppliers: Service Costing
86	Costing of Small Event Management Services: Study
87	Costing of Heritage Tourism Maintenance Activities: Field Study
88	Cost of Fort Cleanliness and Conservation: Community Study
89	Costing of Tourism Services Near Forts: Survey
90	Cost Study of Local Guides and Tourism Income: Field Project
91	Costing Model for “Adopt a Fort” Initiative: Budget Planning
92	Cost of Neglecting Historical Sites: Social Cost Report
93	Cost Study of Local Handicraft Sellers Near Heritage Places
94	Costing of Rural Tourism Activities: Survey
95	Costing of Community Donation Drives for Heritage Conservation
96	Cost Planning for Heritage Awareness Campaigns: Community Project
97	Cost Accounting for Small Scale Industries (SSI): Conducting a cost analysis for a local soap maker, bakery, or handicraft maker
98	Agricultural Costs & Pricing: Analysing the cost of cultivation and marketing for local farmers
99	Milk Processing Costs: Studying the cost of production in local dairy farming
100	Waste Management Costing: Analysing the costs involved in waste collection and disposal in a local area
101	Small Business Cost Sheet Analysis: Preparing a cost sheet for a local restaurant, grocery store, or tea vendor
102	Energy Consumption Analysis: Studying the utility cost (electricity/gas) for a small, local manufacturing unit
103	Impact of Pricing Methods: Surveying how local vendors determine prices (e.g., cost-plus pricing)

***Note: Students can select any topic from General Suggestive / General Indicative List for the Community Engagement Project as per Point No. 13 mentioned in herein above or select another topic with the consultation of subject teacher cum supervisor.**

Restructured Syllabus (2024 Pattern as per NEP-2020)
Faculty: COMMERCE & MANAGEMENT (Commerce)

Class: S.Y. B.Com. Sem-IV

Title of the Course: CEP in Business Administration

Name of the Program	Course Code	Type of Course	Credits	Lectures per Week in Clock Hour
B.Com. in Business Administration	BA283CEPP	CEC	2	4

Introduction:

Community engagement projects in Business Administration are significant because they provide students with exposure to real management challenges faced by community organisations, small enterprises, rural groups, and public service systems. Management is not limited to corporate settings; it is equally required in NGOs, orphanages, old age homes, village committees, farmer groups, SHGs, and community campaigns. Through field-based projects, students study planning, organising, staffing, directing, coordination, communication, leadership, motivation, and control in real situations. They understand how weak management practices lead to inefficiency, resource wastage, poor service quality, and low community participation.

These projects allow students to design practical solutions such as improved workflow systems, volunteer management structures, event planning frameworks, service quality improvement models, and resource utilisation plans for community institutions. Students also gain skills in teamwork, leadership, negotiation, and decision-making while working with real stakeholders. Community outcomes may include improved campaign execution, better institutional functioning, structured reporting, and enhanced service delivery. Overall, Business Administration projects develop students into socially responsible managers who can handle real-life challenges, manage people ethically, and contribute to community improvement through systematic managerial approaches.

Course Objectives:

- 1) To develop a sense of social responsibility and ethical business practices among students.
- 2) To provide hands-on experience in community engagement through business-oriented projects.
- 3) To enhance problem-solving and decision-making skills by addressing community issues related to commerce and industry.
- 4) To foster teamwork, leadership, and communication skills through active participation in social initiatives.

Unit	Title and Contents	No. of Lectures
1	Introduction to Community Engagement: 1.1 Meaning, needs. Scope, characteristics and importance and elements of community engagement 1.2 Principles of social responsibility and citizenship 1.3 Role of higher education in community development	07 Class Room
2	Community Development: 2.1 Role of Businesses in Community Development – CSR, Ethical Practices, and Social Enterprises 2.2 Stakeholder Identification – Government, NGOs, Corporates, and Local Businesses 2.3 Ethical Considerations and Social Impact Assessment in Business-led Community Initiatives	08 Class Room
2	Planning and Executing a Community Engagement Project: 3.1 Identifying a Business-Related Community Issue – Financial Literacy, Small Business Support, Women Entrepreneurship, Rural Marketing, etc. 3.2 Project Design and Implementation – Setting Objectives, Budgeting, and Action Plan 3.3 Monitoring and Evaluating Impact – Data Collection, Reporting, and Feedback Mechanisms 3.4 Documentation and Presentation – Report Writing, Case Studies, and Reflection	45 Field Visit, Interaction, Data Collection and Project Writing

Course Outcomes:

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

- 1) Identify and analyse community issues from a business perspective.
- 2) Engage with local communities through structured projects focusing on financial literacy, entrepreneurship, and corporate social responsibility (CSR).
- 3) Apply business principles to create sustainable solutions for community problems.
- 4) Reflect on the role of businesses in social change and sustainable development.

Indicative / Suggestive List of Areas / Topics for CEP in Business Administration:

Sr. No.	*Areas / Topics
1	Financial Literacy Programs – Conducting workshops on budgeting, savings, and investment for underprivileged groups.
2	Entrepreneurship Support for Small Businesses – Helping small vendors and startups with business planning, marketing, and record-keeping.
3	Women Empowerment through Business Skills – Training women in self-employment opportunities such as handicrafts, tailoring, or food businesses.
4	Rural Marketing and Supply Chain Development – Assisting rural producers in reaching urban markets.

5	Digital Literacy for Small Enterprises – Teaching small businesses to use digital tools for accounting, payments, and online marketing.
6	Sustainable Business Practices – Encouraging local businesses to adopt eco-friendly production methods.
7	Corporate Social Responsibility (CSR) Initiatives – Collaborating with companies to implement social impact projects.
8	Consumer Awareness Campaigns – Educating consumers about rights, product quality, and financial frauds.
9	Skill Development for Unemployed Youth – Organizing training programs in sales, customer service, or digital marketing.
10	Business Networking for Local Entrepreneurs – Creating platforms to connect small businesses with suppliers, customers, and investors.
11	Microfinance Awareness and Support – Educating small entrepreneurs about microfinance schemes, loans, and financial assistance programs.
12	Green Business Initiatives – Promoting sustainable business practices such as waste management, renewable energy adoption, and eco-friendly packaging.
13	Fair Trade and Ethical Sourcing – Assisting local artisans and farmers in understanding and accessing fair trade markets.
14	Corporate Volunteering Programs – Collaborating with businesses to create employee-driven social impact initiatives.
15	Startup Incubation for Low-Income Entrepreneurs – Helping marginalized communities with mentorship and resources to start small businesses.
16	Business Disaster Recovery Planning – Educating small businesses on crisis management, financial recovery, and insurance policies.
17	E-Commerce and Online Business Training – Teaching local businesses and self-employed individuals how to use platforms like Amazon, Flipkart, or Shopify.
18	Financial Planning for Farmers and Rural Businesses – Conducting workshops on budgeting, investment, and subsidy utilization for agricultural entrepreneurs.
19	Crowdfunding for Social Causes – Assisting community groups in raising funds through online crowdfunding platforms like Ketto, Milaap, and GoFundMe.
20	Management Problems of Street Hawkers: A Field Survey
21	Work Discipline and Time Management Among Small Vendors: Study
22	Customer Handling Skills of Local Vendors: Observational Project
23	Service Quality in Small Shops: Community Survey
24	Business Survival Challenges of Hawkers: Study
25	Management of Peak Hours in Local Markets: Field Observation
26	Queue Management Practices in Small Shops: Study
27	Vendor Safety and Workplace Issues: Community Study
28	Women Entrepreneurs in Street Vending: Survey
29	Business Growth Barriers for Micro Vendors: Field Study
30	Crisis Management Among Small Vendors (Rain, Police, Crowd): Study
31	Local Vendor Association Role and Effectiveness: Study

32	Conflict Management in Local Market Areas: Survey
33	Management Practices in Small Food Stalls: Study
34	Decision-Making Patterns of Small Business Owners: Survey
35	Leadership Practices in NGOs: Field Study
36	Volunteer Management in Orphanages: Study
37	Management Challenges of Old Age Homes: Survey
38	Event Management for NGO Fundraising: Community Project
39	Resource Management in Small NGOs: Field Survey
40	Planning and Execution of Community Donation Drives: Project
41	Inventory and Resource Management in Orphanages: Study
42	Staff Motivation in NGOs: Observational Study
43	Training Needs of NGO Workers: Survey
44	Project Management Practices in Local NGOs: Field Study
45	Management of Community Cleanliness Drives: Planning Project
46	“Adopt a Public Place” Project: Community Management Model
47	Waste Segregation Program Management in Housing Societies
48	River Cleanliness Drive Planning and Execution Study
49	Community Participation in Environmental Drives: Survey
50	Public Awareness Campaign Management: Field Project
51	Community Disaster Management Readiness: Survey
52	Management of Water Conservation Campaigns: Community Project
53	Rainwater Harvesting Implementation Management: Study
54	Traffic Control Support Program: Student Participation Study
55	Public Discipline and Behaviour Management in Traffic Areas
56	Traffic Awareness Campaign Planning: Community Project
57	Road Safety Volunteer Management: Field Project
58	Public Response to Traffic Volunteers: Survey
59	Management of Crowd Control in Public Events: Study
60	Management of Safety in Public Places: Survey
61	Accident Response Awareness Management Program: Study
62	School Zone Safety Management: Community Project
63	Parking Management Issues in Local Market Areas: Survey
64	Management of Farmer Producer Organisations (FPOs): Study
65	Rural Entrepreneurship Challenges: Field Survey
66	Farm Labour Management Issues: Rural Study
67	Management of Post-Harvest Supply Chain in Villages: Study
68	Rural Market Linkage Problems: Survey
69	Management of Dairy Cooperative Operations: Field Study
70	Management Issues in Rural Self Help Groups (SHGs): Study
71	Training and Development Needs of Farmers: Survey
72	Rural Microenterprise Management: Field Study
73	Leadership and Decision Making in Village Committees: Study

74	School Administration Challenges in Municipal Schools: Study
75	Management of Mid-Day Meal Program: Field Study
76	Parent-Teacher Engagement in Government Schools: Survey
77	Management of Skill Development Programs for Youth: Project
78	Organising Career Guidance Camps for School Students: Project
79	Management of Digital Literacy Camps for Students: Project
80	Community Support Systems for Out-of-School Children: Study
81	Planning and Managing Free Tuition Programs: Project
82	Hospital OPD Management Issues: Community Survey
83	Patient Queue Management in Public Hospitals: Study
84	Management of Health Camps: Community Project
85	Management Challenges in Blood Donation Camps: Study
86	Community Awareness Management for Preventive Healthcare
87	Management of Mental Health Awareness Drives: Community Project
88	Managing Community Counselling Support Systems: Study
89	Management of Nutrition Awareness Programs: Field Project
90	Management of Sanitation Awareness Programs: Community Study
91	Community Management of Vaccination Awareness Programs: Study
92	Digital Literacy Drive Management for Citizens: Project
93	Management of Financial Literacy Camps: Community Project
94	Organising Consumer Awareness Camps: Management Project
95	Management of Anti-Fraud Awareness Campaigns: Study
96	Community Awareness on Cyber Safety: Campaign Management
97	Managing Training Programs for Senior Citizens (Digital Skills)
98	Managing Help Desks for Government Schemes: Field Project
99	Management of Employment Guidance Camps: Community Project
100	Management of Resume & Interview Training for Youth: Project
101	Service Quality Study of Public Services (Ration, Water, Electricity)
102	Citizen Satisfaction Survey of Local Government Services
103	Management Issues in Public Distribution System (PDS): Study
105	Management of Community Water Supply: Survey
106	Local Transport Service Management Issues: Survey
107	Management of Public Toilets and Maintenance: Study
108	Management of Street Lighting and Safety: Survey
109	Citizen Feedback System Design for Local Services: Project
110	Community-Based Monitoring of Public Works: Study
111	Community Participation in Local Governance: Survey
112	Heritage Site Management Issues: Field Study
113	Community Participation in Fort Cleanliness Drives: Study
114	Tourism Management Practices Near Heritage Sites: Survey
115	Management of Local Guide Services at Forts: Study

116	Strategic Planning and Frameworks: Developing comprehensive community engagement strategies, including defining goals, mapping stakeholders (residents, NGOs, local government), and establishing governance structures.
117	Corporate Social Responsibility (CSR) and Shared Value: Moving beyond charity to create shared value, such as aligning business goals with local economic development.
118	Stakeholder Management and Relations: Building trust and managing relationships with local communities to reduce operational risks, such as project opposition.
119	Volunteering and Philanthropy: Implementing employee volunteer programs, corporate donations, and supporting local charities to build community goodwill.
120	Transparent Communication: Utilizing digital platforms, town halls, and consultations to ensure open, two-way communication and feedback mechanisms.
121	Education and Partnerships: Collaborating with local educational institutions, hosting workshops, or creating internships to position the business as a community ally.
122	Inclusivity and Local Empowerment: Ensuring engagement strategies are equitable, culturally sensitive, and provide opportunities for marginalized or underrepresented groups.
123	Measuring Impact: Using metrics to evaluate the effectiveness of engagement, such as community sentiment, participation rates, and social impact ROI

***Note: Students can select any topic from General Suggestive / General Indicative List for the Community Engagement Project as per Point No. 13 mentioned in herein above or select another topic with the consultation of subject teacher cum supervisor.**

Restructured Syllabus (2024 Pattern as per NEP-2020)
Faculty: COMMERCE & MANAGEMENT (Commerce)

Class: S.Y. B.Com. Sem-IV

Title of the Course: CEP in Marketing

Name of the Program	Course Code	Type of Course	Credits	Lectures per Week in Clock Hour
B.Com. in Marketing	M284CEPP	CEC	2	4

Introduction:

Marketing-based community engagement projects are significant because they help students understand consumer behaviour, market dynamics, customer satisfaction, and communication strategies at the grassroots level. Local vendors, micro-entrepreneurs, farmers, SHGs, and small service providers often struggle with visibility, customer trust, branding, and demand fluctuations. Through surveys and observation studies, students learn how customers make buying decisions in local markets, how pricing and service influence satisfaction, and how promotion methods shape business growth. Students also understand the challenges of informal marketing systems such as word-of-mouth dependence, low branding awareness, limited digital exposure, and seasonal market changes.

These projects also introduce students to social marketing, where marketing tools are used for community welfare campaigns such as cleanliness drives, traffic discipline, anti-fraud awareness, digital literacy, environmental awareness, and public health messaging. Students may create posters, campaigns, social media plans, local business listings, customer feedback tools, and promotional strategies for small vendors and NGOs. The learning outcomes include practical application of marketing concepts, improved communication skills, data-based decision making, creativity, and stakeholder engagement. The community benefits through improved awareness, stronger outreach, and better market participation of local groups. Marketing thus becomes both a business tool and a community transformation tool.

Course Objectives:

1. To enhance social awareness among the students to understand the living conditions, needs, and challenges of communities around them, especially vulnerable and underserved groups.
2. To transform student mindsets by cultivating values of empathy, accountability, civic responsibility, and social consciousness.
3. To encourage students to plan and execute developmental activities in partnership with public institutions, self-governing bodies, NGOs, and government departments.
4. To apply marketing knowledge for social impact: enable students to use marketing skills-research, analysis, communication, and promotion to contribute to community improvement, rural development, consumer education, and livelihood enhancement.

Unit	Title and Contents	No. of Lectures
1	<p>Introduction to Community Engagement:</p> <p>1.1 Meaning, needs. Scope, characteristics and importance and elements of community engagement</p> <p>1.2 Principles of social responsibility and citizenship</p> <p>1.3 Role of higher education in community development</p>	<p>05</p> <p>Class Room</p>
2	<p>Community Development:</p> <p>2.1 Role of Businesses in Community Development – CSR, Ethical Practices, and Social Enterprises</p> <p>2.2 Stakeholder Identification – Government, NGOs, Corporates, and Local Businesses</p> <p>2.3 Ethical Considerations and Social Impact Assessment in Business-led Community Initiatives</p> <p>2.4 Case studies of successful community initiatives</p>	<p>05</p> <p>Class Room</p>
3	<p>Community Development: Tactical Execution and Methods:</p> <p>3.1 Social Media and Digital Communities: Leveraging platforms for interaction, using social listening to identify trends, and managing online forums.</p> <p>3.2 User-Generated Content (UGC) and Advocacy: Cultivating brand ambassadors and encouraging user-driven content to build trust.</p> <p>3.3 Experiential Marketing and Events: Organizing virtual or in-person community events, webinars, and workshops to foster personal connections.</p> <p>3.4 Content Strategy and Gamification: Using interactive content, rewards, badges, and leaderboards to boost engagement.</p> <p>3.5 Partnerships and Localized Marketing: Collaborating with influencers, local leaders, and organizations to boost credibility.</p> <p>3.6 Customers Nurture Customers: Training on facilitating member-to-member (M2M) interaction, where loyal customers mentor newcomers.</p> <p>3.7 Digital and Social Media Marketing: Integrating community engagement into digital marketing campaigns.</p> <p>3.8 Community-Based Marketing Framework: Developing products from the perspective of solving the life issues of the customer base</p>	<p>05</p> <p>Class Room</p>
4	<p>Rural and National Development Programmes:</p> <p>History of rural development and current national programmes in India: Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swachh Bharat, PM Awaas Yojana, Skill India, Gram Panchayat Decentralised Planning, National Rural</p>	<p>05</p> <p>Class Room</p>

	Livelihood Mission (NRLM), Mahatma Gandhi National Rural Employment Guarantee Act 2005 (MGNREGA), SHRAM, Jal Jeevan Mission, Scheme of Fund for Regeneration of Traditional Industries (SFURTI), Atma Nirbhar Bharat, Viksit Bharat – Guarantee for Rozgar and Aajeevika Mission (Gramin) – VB-G RAM-G etc.	
5	Planning and Execution of Community Engagement Project: 5.1 Identifying a Business-Related Community Issue (Refer Suggestive or Indicative List). 5.2 Project Design and Implementation: Setting Objectives, Budgeting, Methodology and Action Plan 5.3 Monitoring and Evaluating Impact: Field Visit, Data Collection and Analysis, Reporting, and Feedback Mechanisms 5.4 Documentation and Presentation: Report Writing, Case Studies, and Reflection	40 Field Visit, Interaction, Data Collection and Project Writing

Course Outcomes:

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

1. Gain hands-on exposure to real market dynamics
2. Understand rural and community-based marketing challenges
3. Improve interpersonal and communication skills
4. Develop leadership and project management abilities
5. Contribute to local development and empowerment
6. Build strong community relationships
7. Enhance their employability by gaining practical experience in applied marketing

Indicative / Suggestive List of Areas / Topics for CEP in Marketing:

Sr. No.	*Areas / Topics
1	Consumer Buying Behaviour in Local Markets: Survey Study
2	Customer Preferences for Street Food: Field Survey
3	Marketing Challenges of Street Hawkers: Study
4	Branding Awareness Among Small Vendors: Survey
5	Packaging Practices of Street Vendors: Observational Study
6	Customer Satisfaction Survey of Street Vendors
7	Pricing Strategy of Local Vendors: Market Survey
8	Impact of Digital Payments on Street Vendor Sales: Study
9	Location Advantage in Street Vending: Field Study
10	Promotion Methods Used by Street Vendors: Survey
11	Customer Loyalty in Local Markets: Survey
12	Role of Word-of-Mouth Marketing in Street Business: Study
13	Seasonal Demand Patterns in Street Markets: Survey
14	Marketing Problems of Women Vendors: Study

15	Customer Service Quality and Sales in Small Shops: Survey
16	Market Survey of Local Kirana Stores vs Supermarkets
17	Changing Consumer Preferences in Urban Areas: Study
18	Competitive Strategies of Small Retail Shops: Survey
19	Study of Customer Footfall Patterns in Local Market Areas
20	Impact of Home Delivery on Small Shops: Study
21	Survey of Consumer Trust in Local Shops
22	Marketing Strategy of Small Bakeries: Study
23	Marketing Practices of Small Salons: Survey
24	Marketing Challenges of Small Tailoring Units: Study
25	Customer Satisfaction Survey of Small Service Businesses
26	Rural Consumer Behaviour for FMCG Products: Survey
27	Market Potential for Local Village Products: Study
28	Branding of Rural Products: Field Study
29	Packaging and Labelling Issues in Rural Products: Study
30	Marketing Challenges of Farmers in Selling Produce: Survey
31	Market Linkage Problems in Rural Areas: Study
32	Role of Middlemen in Agricultural Marketing: Survey
33	Farmer Awareness on Direct-to-Consumer Marketing: Project
34	Market Survey of Organic Products Demand: Study
35	Consumer Awareness Survey on Organic vs Chemical Products
36	Marketing of Farmer Producer Organisations (FPOs): Study
37	Marketing Strategy for Dairy Products in Rural Areas
38	Marketing Practices of SHG-Made Products: Survey
39	Market Demand Study for Handicrafts in Rural Areas
40	Rural Entrepreneurship Marketing Challenges: Study
41	Promotion Methods for Rural Tourism: Study
42	Market Survey of Village Fairs and Weekly Markets
43	Customer Preference for Local Rural Brands: Study
44	Marketing Feasibility of Rural E-Commerce: Study
45	Study of Rural Customer Trust in Online Buying
46	Marketing Awareness Drive for Small Vendors (Practical Campaign)
47	Digital Marketing Training for Street Vendors: Community Project
48	Rural Entrepreneurship Marketing Challenges: Study
49	Creating Brand Identity for a Local Vendor: Student Project
50	Social Media Promotion for Small Local Businesses: Project
51	Poster and Pamphlet Campaign for Local Businesses: Project
52	Helping a Vendor Create Menu + Pricing + Branding: Project
53	“Google Business Profile” Setup for Local Shops: Project
54	WhatsApp Marketing Training for Small Businesses: Community Project
55	Customer Feedback Collection System for Vendors: Project
56	Local Market Mapping and Business Listing Project

57	Marketing Campaign for Orphanage Donation Drive: Project
58	Social Media Awareness Campaign for Old Age Homes: Project
59	Branding and Promotion Support for NGOs: Community Project
60	Fundraising Marketing Strategy for a Local NGO
61	Public Awareness Campaign for Child Education Support
62	Marketing Campaign for Out-of-School Children Education Drive
63	Community Campaign for Women Empowerment: Marketing Project
64	Campaign for Anti-Begging Rehabilitation Awareness: Project
65	Marketing Plan for Charity Events: Community Project
66	Designing Promotional Material for NGO Programs
67	Public Awareness Campaign for River Cleanliness: Project
68	Plastic-Free Community Campaign: Marketing Project
69	Waste Segregation Awareness Marketing Drive
70	Marketing Campaign for Tree Plantation Drive
71	Marketing Campaign for Water Conservation Awareness
72	Community Campaign for Energy Saving: Marketing Project
73	Public Awareness Campaign on Climate Change: Project
74	Public Place Cleanliness Drive Promotion Strategy: Project
75	Social Marketing Campaign for Traffic Discipline: Project
76	Helmet and Seatbelt Awareness Marketing Drive
77	Road Safety Marketing Campaign for Students and Citizens
78	Anti-Drunk Driving Awareness Campaign: Marketing Project
79	Marketing Campaign for Public Transport Awareness
80	Awareness Drive for Pedestrian Safety: Project
81	Marketing Campaign Against Illegal Parking: Community Project
82	Marketing Strategy for Accident Insurance Awareness
83	Social Marketing for Safe Driving Behaviour: Study
84	Financial Literacy Marketing Campaign for Citizens
85	Digital Literacy Awareness Marketing Drive
86	Marketing Campaign for UPI Fraud Awareness
87	Consumer Awareness Campaign for Safe Online Shopping
88	Marketing Awareness Campaign on Banking Services
89	Promotion Strategy for Government Schemes Awareness in Rural Areas.
90	Marketing Campaign for Senior Citizen Digital Training
91	Marketing Campaign for Cyber Safety Awareness
92	Consumer Rights Awareness Campaign: Marketing Project
93	Marketing Study of Heritage Tourism in Maharashtra Forts
94	Visitor Satisfaction Survey at Forts and Heritage Sites
95	Branding Strategy for Local Fort Tourism Promotion
96	Marketing Plan for Heritage Cleanliness and Conservation Drive
97	Marketing of agricultural products
98	Village or local industries and their marketing systems

99	Vegetable market supply chain
100	Poultry business marketing
101	Dairy business marketing
102	Buying motives in rural and semi-urban consumers
103	Consumer behaviour towards essential commodities
104	Food habits and their market patterns
105	Consumer movement awareness
106	Impact of celebrities on purchasing decisions
107	Influence of television and digital media on product choices
108	Entertainment services and their reach in the community
109	Tourism marketing and development opportunities
110	Promotion of local crafts, cultural products, and rural tourism
111	Understanding consumer rights and responsibilities
112	Awareness on counterfeit products in rural markets
113	Improving digital literacy for online purchasing
114	Marketing of agricultural products

***Note: Students can select any topic from General Suggestive / General Indicative List for the Community Engagement Project as per Point No. 13 mentioned in herein above or select another topic with the consultation of subject teacher cum supervisor.**

Restructured Syllabus (2024 Pattern as per NEP-2020)

Faculty: COMMERCE & MANAGEMENT (Commerce)

Class: S.Y. B.Com. Sem-IV

Title of the Course: CEP in Business Practices and Cooperation

Name of the Program	Course Code	Type of Course	Credits	Lectures per Week in Clock Hour
B.Com. in Business Practices and Co-operation	BP285CEPP	CEC	2	4

Introduction:

Business Practices projects are significant in community engagement because they expose students to the real functioning of businesses in local markets, rural areas, service units, and informal sectors. Students observe how business routines such as sales handling, customer interaction, negotiation, credit practices, inventory management, hygiene standards, and ethical behaviour influence customer trust and business sustainability. Many community-level businesses face challenges such as poor service practices, weak operational discipline, unfair trade habits, lack of documentation, and low awareness of standard business procedures. Through field surveys, students identify these gaps and understand the link between business behaviour and community welfare.

Students can contribute by suggesting practical improvements such as better customer service, improved hygiene and safety practices, fair pricing and billing habits, systematic stock handling, and digital payment adoption. These projects also develop students' understanding of ethical business conduct, social responsibility, and community sensitivity. The learning outcomes include practical exposure, observational skill development, communication skills, and stronger understanding of business realities beyond textbooks. Community outcomes include improved awareness of responsible business practices and enhancement of trust and fairness in local economic activities.

Course Objectives:

1. To inculcate values of empathy, social responsibility, and ethical decision-making.
2. To understand the impact of business on local communities and the environment.
3. To equip students with skills to manage stakeholder relationships

Unit	Title and Contents	No. of Lectures
1	Introduction to Community Engagement: 1.1 Meaning, needs. Scope, characteristics and importance and elements of community engagement 1.2 Principles of social responsibility and citizenship 1.3 Role of higher education in community development	05 Class Room
2	Community Development: 2.1 Role of Businesses in Community Development – Evolution of CSR, Types of Social Responsibility, CSR in Rural	05 Class Room

	<p>Development, Ethical Practices/Consideration, and Social Enterprises</p> <p>2.2 Stakeholder Identification – Government, NGOs, Corporates, and Local Businesses</p> <p>2.3 Ethical Considerations and Social Impact Assessment in Business-led Community Initiatives</p> <p>2.4 Case studies of successful community initiatives</p>	
3	<p>Rural and National Development Programmes:</p> <p>History of rural development and current national programmes in India: Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swachh Bharat, PM Awaas Yojana, Skill India, Gram Panchayat Decentralised Planning, National Rural Livelihood Mission (NRLM), Mahatma Gandhi National Rural Employment Guarantee Act 2005 (MGNREGA), SHRAM, Jal Jeevan Mission, Scheme of Fund for Regeneration of Traditional Industries (SFURTI), Atma Nirbhar Bharat, Viksit Bharat – Guarantee for Rozgar and Aajeevika Mission (Gramin) – VB-G RAM-G etc.</p>	05 Class Room
4	<p>Planning and Execution of Community Engagement Project:</p> <p>4.1 Identifying a Business-Related Community Issue (Refer Suggestive or Indicative List).</p> <p>4.2 Project Design and Implementation: Setting Objectives, Budgeting, Methodology and Action Plan</p> <p>4.3 Monitoring and Evaluating Impact: Field Visit, Data Collection and Analysis, Reporting, and Feedback Mechanisms</p> <p>4.4 Documentation and Presentation: Report Writing, Case Studies, and Reflection</p>	45 Field Visit, Interaction, Data Collection and Project Writing

Course Outcomes:

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

1. Understand the complexity of communities and the importance of ethical engagement in business.
2. Identify and analyse the various types of community engagement, including CSR and stakeholder management.
3. Develop practical skills for engaging with communities through events, campaigns, and digital tools.
4. Apply theoretical knowledge of commerce to solve real-world social and environmental issues.
5. Evaluate the impact of community engagement activities on both the business and the local population.
6. Demonstrate social leadership and ethical responsibility in business decision-making.

Indicative / Suggestive List of Areas / Topics for CEP in Business Practices and Co-operation:

Sr. No.	*Areas / Topics
1	Business Practices of Street Hawkers: Observational Survey
2	Ethical Practices in Street Vending: Field Study
3	Customer Handling Practices of Local Vendors: Survey
4	Sales Practices in Local Markets: Study
5	Cash Handling and Daily Closing Practices in Small Shops
6	Credit Sales Practices in Local Kirana Stores: Survey
7	Stock Management Practices in Vegetable Markets: Study
8	Business Hygiene Practices in Street Food Stalls: Study
9	Pricing Practices in Local Markets: Survey
10	Negotiation Practices Between Customers and Vendors: Study
11	Business Survival Practices of Hawkers: Field Study
12	Seasonal Business Practices of Vendors: Survey
13	Business Practices of Women Vendors: Study
14	Work Discipline and Business Routine of Small Vendors
15	Vendor Awareness on Legal Business Requirements: Survey
16	Business Practices in Small Tailoring Units: Study
17	Business Practices in Beauty Parlours: Survey
18	Service Delivery Practices in Mobile Repair Shops: Study
19	Business Practices in Small Printing Shops: Survey
20	Business Practices in Small Garment Shops: Study
21	Business Practices in Small Hardware Shops: Study
22	Business Practices in Small Bookstores and Stationery Shops
23	Business Practices in Local Coaching Classes: Survey
24	Business Practices in Small Travel Agencies: Study
25	Business Practices in Local Photocopy Centres: Survey
26	Business Practices in Small Restaurants: Observational Study
27	Food Safety and Business Practices in Local Hotels
28	Customer Service Practices in Cafes and Fast-Food Outlets
29	Business Practices in Tiffin Services: Study
30	Business Practices in Catering Services: Survey
31	Delivery-Based Business Practices: Study of Food Delivery Vendors
32	Waste Management Practices in Restaurants: Study
33	Business Practices of Local Bakeries: Survey
34	Business Practices in Juice Centres: Study
35	Business Practices in Water Bottle Suppliers: Survey
36	Business Practices in Rural Weekly Markets: Field Study
37	Rural Trade Practices Between Farmers and Buyers: Survey
38	Business Practices of Farmers Selling Directly to Consumers
39	Business Practices in Dairy Cooperatives: Study

40	Business Practices in SHG Product Selling: Survey
41	Business Practices in Rural Handicraft Units: Study
42	Rural Entrepreneurship Practices: Survey
43	Business Practices in Village Retail Shops: Study
44	Business Practices in Rural Microenterprises: Survey
45	Business Practices of Rural Youth Entrepreneurs: Study
46	Business Practices and Role of Middlemen in Agriculture: Survey
47	Agricultural Marketing Practices in APMC: Study
48	Storage and Distribution Practices in Rural Supply Chains
49	Pricing Practices of Agricultural Produce: Field Study
50	Post-Harvest Handling Practices: Rural Survey
51	Business Practices in Rural Transport of Goods: Study
52	Business Practices of Farm Equipment Rental Providers
53	Business Practices in Organic Product Selling: Survey
54	Rural Customer Trust Practices in Business: Study
55	Rural Business Adaptation to Digital Payments: Survey
56	Business Practices in NGOs: Resource and Donation Handling Study
57	Donation Collection Practices in NGOs: Survey
58	Transparency Practices in Orphanages: Field Study
59	Inventory Handling Practices in Old Age Homes: Study
60	Volunteer Management Practices in NGOs: Survey
61	Fundraising Practices of NGOs: Study
62	Event Management Practices for NGO Programs: Field Study
63	Community Participation Practices in NGO Activities: Survey
64	Best Practices in Social Service Activities: Study
65	Community Trust and NGO Practices: Survey
66	Community Cleanliness Drive Management Practices: Field Project
67	Waste Segregation Practices in Housing Societies: Survey
68	Plastic-Free Community Practices: Study
69	River Cleanliness Drive Practices and Public Participation Study
70	Water Conservation Practices in Households: Survey
71	Rainwater Harvesting Practices: Community Survey
72	Energy Saving Practices in Residential Societies: Study
73	Environmental Awareness Practices in Local Communities: Survey
74	Traffic Discipline Practices of Citizens: Field Observation
75	Citizen Response to Traffic Volunteers: Study
76	Helmet and Seatbelt Usage Practices: Survey
77	Road Safety Practices Near Schools: Observational Study
78	Parking Practices in Market Areas: Survey
79	Public Transport Usage Practices: Study
80	Pedestrian Safety Practices in Busy Areas: Survey
81	Citizen Awareness Practices on Traffic Rules: Study

82	Public Behaviour Practices During Festivals and Crowds: Study
83	Safety Practices in Public Places: Field Study
84	Digital Literacy Practices of Citizens: Survey
85	Mobile Banking Usage Practices: Community Survey
86	UPI Usage Practices Among Senior Citizens: Study
87	Cyber Safety Practices in Community: Survey
88	Consumer Awareness Practices in Online Shopping: Study
89	Savings Practices of Women in SHGs: Study
90	Loan Borrowing Practices in Low-Income Communities: Survey
91	Insurance Awareness Practices: Community Survey
92	Tax Awareness Practices Among Small Businesses: Study
93	Heritage Tourism Practices Near Forts: Field Study
94	Cleanliness Practices at Historical Places: Survey
95	Visitor Behaviour Practices at Forts: Observational Study
96	Local Vendor Business Practices at Heritage Sites: Survey
97	Community Participation Practices in Heritage Conservation: Study
98	Cooperative Principles Literacy: Workshops to educate community members on the seven principles of cooperatives.
99	Youth Engagement in Cooperatives: Initiatives to educate young people on cooperative models and promote leadership within cooperatives.
100	Benefits of Member-Based Organizations: Campaigning on the advantages of cooperative structures over traditional businesses.
101	Digital Literacy Training for Co-op Members: Training members on using new digital tools for cooperative banking or management
102	Farmer Producer Organizations (FPOs): Facilitating the formation of FPOs through Primary Agricultural Credit Societies (PACS) to improve market access.
103	Modernizing Agricultural Marketing: Organizing a study or project on the efficiency of village-level cooperative marketing.
104	Decentralized Grain Storage: Raising awareness about the role of local cooperatives in food security and storage.
105	Solar Powered Agriculture: Educating farmers on converting agricultural pumps to solar energy through cooperative initiatives (PM-KUSUM Scheme)
106	Record Keeping and Audit Training: Educating cooperative management on financial efficiency and record-keeping.
107	Digital Transformation of Cooperatives: A project on implementing computerization in local PACS or cooperative banks.
108	Microfinance and Credit Unions: Assessing the impact of cooperative credit societies on reducing local debt.
109	Loan Productivity Among Women Borrowers: A study or support project for women-led credit cooperatives

110	Women Empowerment through Cooperatives: Developing, managing, or supporting dairy, marketing, or handicraft cooperatives run by women.
111	Healthcare Services via Cooperatives: Utilizing cooperatives to establish, for example, "Jan Aushadhi Kendras" for affordable generic medicines.
112	Consumer Cooperatives for Daily Needs: Setting up cooperatives to ensure access to fair-priced essential goods.
113	Housing Cooperatives and Community Safety: Projects focusing on shared, cooperative housing solutions
114	Community Garden/Resource Sharing: Starting a cooperative garden or tool-sharing library to promote sustainability.
115	Cooperative Energy Project: Organizing a neighbourhood to form an energy-sharing cooperative (solar/wind).
116	Cooperative Waste Management: Creating a community-owned cooperative to manage local recycling or composting.
117	Local Artisan Cooperative: Developing a cooperative for local craftspeople to market their products collectively.

***Note: Students can select any topic from General Suggestive / General Indicative List for the Community Engagement Project as per Point No. 13 mentioned in herein above or select another topic with the consultation of subject teacher cum supervisor.**

Restructured Syllabus (2024 Pattern as per NEP-2020)

Faculty: COMMERCE & MANAGEMENT (Commerce)

Class: S.Y. B.Com. Sem-IV

Title of the Course: CEP in Banking, Finance and Insurance

Name of the Program	Course Code	Type of Course	Credits	Lectures per Week in Clock Hour
B.Com. in Banking, Finance and Insurance	BFI286CEPP	CEC	2	4

Introduction:

Community engagement projects in Banking, Finance & Insurance are highly significant because they directly address the financial empowerment and risk protection needs of citizens. Many community groups such as hawkers, daily wage workers, farmers, SHG women, senior citizens, and low-income households face barriers in accessing banking services, formal credit, insurance coverage, and digital financial tools. Lack of awareness, documentation issues, fear of technology, and vulnerability to fraud are common problems. Through these projects, students study financial inclusion status, savings patterns, borrowing behaviour, insurance awareness, and fraud experiences in the community.

Students can conduct financial literacy drives on budgeting, safe UPI usage, banking services, government schemes, insurance benefits, credit score awareness, and complaint mechanisms. They may also support communities through help desks for scheme awareness, bank account guidance, and digital safety training. Student learning outcomes include strong practical understanding of financial systems, risk management, consumer banking issues, and ethical financial behaviour. Community outcomes include increased awareness, improved financial safety, reduced vulnerability to fraud, and better financial decision-making. These projects ensure that finance education becomes socially relevant and community-centred.

Course Objectives:

1. To provide students with practical exposure to community engagement in the field of banking, finance, and insurance.
2. To promote financial literacy and inclusion among different sections of society.
3. To develop analytical, communication, and social responsibility skills through field-based learning.

Unit	Title and Contents	No. of Lectures
1	Introduction to Community Engagement: 1.1 Meaning, needs. Scope, characteristics and importance and elements of community engagement 1.2 Principles of social responsibility and citizenship	07 Class Room

	1.3 Role of higher education in community development	
2	Community Development: 2.1 Role of Financial Institutions in Community Development – Evolution of CSR, Types of Social Responsibility, CSR in Rural Development, Ethical Practices/Consideration, and Social Enterprises 2.2 Stakeholder Identification – Government, NGOs, Corporates, and Local Businesses 2.3 Ethical Considerations and Social Impact Assessment in Financial Institutions-led Community Initiatives 2.4 Overview of Government schemes for promoting financial inclusion (PMJDY, PMSBY, PMJJBY, APY, etc.). 2.5 Case studies on financial inclusion initiatives and community outreach 2.6 CSR initiatives and community welfare programs by financial institutions	08 Class Room
3	Planning and Execution of Community Engagement Project: 3.1 Identifying a Business-Related Community Issue (Refer Suggestive or Indicative List). 3.2 Project Design and Implementation: Setting Objectives, Budgeting, Methodology and Action Plan 3.3 Monitoring and Evaluating Impact: Field Visit, Data Collection and Analysis, Reporting, and Feedback Mechanisms 3.4 Documentation and Presentation: Report Writing, Case Studies, and Reflection	45 Field Visit, Interaction, Data Collection and Project Writing

Course Outcomes:

After completion of the course, students will be able to:

1. Understand the concept and relevance of financial inclusion.
2. Apply theoretical knowledge in real-life community engagement activities.
3. Prepare and present project reports based on field work.

Indicative / Suggestive List of Areas / Topics for CEP in Banking, Finance and Insurance:

Sr. No.	*Areas / Topics
1	Financial Inclusion Status of Street Hawkers: Survey Study
2	Bank Account Usage Patterns of Street Vendors: Field Survey
3	UPI Adoption Among Hawkers: Community Study
4	Microcredit Needs of Street Vendors: Survey
5	Loan Dependency on Informal Moneylenders: Study
6	Working Capital Problems of Street Vendors: Survey
7	Digital Banking Awareness Among Street Vendors: Training Project

8	Savings Habits of Street Vendors: Field Study
9	Insurance Awareness Among Street Vendors: Survey
10	Health Insurance Coverage of Street Vendors: Study
11	Business Loan Awareness Among Small Vendors: Survey
12	Barriers in Getting Bank Loans for Vendors: Study
13	Financial Literacy Drive for Hawkers: Community Project
14	Survey of Bank Service Satisfaction Among Vendors
15	Study of Fraud and Scam Experiences of Vendors
16	Banking Problems of Daily Wage Workers: Survey
17	Savings and Borrowing Patterns of Labourers: Study
18	Financial Literacy Training for Daily Wage Workers
19	Awareness of Government Insurance Schemes: Community Survey
20	Pension Scheme Awareness Among Unorganised Workers
21	Banking Access for Migrant Workers: Study
22	Credit Card and Loan Trap Awareness in Low-Income Groups
23	EMI Burden Study of Low-Income Families: Survey
24	Survey of Money Management in Low-Income Households
25	Study of Financial Stress and Coping Mechanisms: Surve.
26	Financial Literacy Drive for Women (SHG Focus): Project
27	SHG Savings and Lending Practices: Survey
28	Study of Microfinance Impact on Women Empowerment
29	Insurance Awareness Among Women in SHGs: Survey
30	Digital Banking Training for SHG Members
31	Survey of Women's Household Budgeting Practices
32	Loan Repayment Challenges Among SHG Members
33	Financial Decision-Making Role of Women in Families: Study
34	Awareness of Sukanya Samridhi Yojana: Community Survey
35	Survey of Women's Investment Preferences
36	Survey of Senior Citizen Banking Problems
37	Digital Banking Fear and Challenges Among Senior Citizens
38	ATM Usage Problems and Safety Awareness: Survey
39	Pension and Retirement Planning Awareness Drive
40	Insurance Claim Awareness Among Senior Citizens
41	Survey of Medical Expense Burden in Senior Citizens
42	Financial Fraud Awareness Campaign for Senior Citizens
43	Survey of Fixed Deposit Awareness and Practices
44	Study of Will and Nomination Awareness in Families
45	Community Workshop on Safe Banking for Seniors
46	Survey of Student Banking Habits (Savings & Spending)
47	Financial Literacy Training for College Students
48	Awareness Drive on Education Loans: Community Project
49	Study of Scholarship Awareness and Financial Planning

50	Survey of Youth Awareness on Insurance and Investment
51	Study of Youth Credit Card Usage and Debt Risk
52	Personal Finance Workshop for Youth in Community
53	Cyber Fraud Awareness Drive for Students
54	Survey of Online Payment Behaviour Among Students
55	Awareness Campaign on Responsible Spending
56	Survey of Farmers' Loan Usage and Repayment Issues
57	Crop Loan Awareness and Documentation Help Camp
58	Crop Insurance Awareness Drive for Farmers
59	Study of Farmer Dependence on Informal Lending
60	Survey of Banking Access in Rural Areas
61	Financial Literacy Drive in Villages (Savings, Loans, Insurance)
62	Study of Kisan Credit Card Awareness and Utilisation
63	Survey of Farmers' Awareness on PMFBY (Crop Insurance)
64	Study of Post-Harvest Income Management of Farmers
65	Awareness Drive on Dairy and Poultry Insurance
66	Study of Insurance Awareness in Low-Income Communities
67	Survey of Life Insurance Coverage in Locality
68	Health Insurance Awareness Drive for Citizens
69	Survey of Medical Insurance Claim Difficulties
70	Awareness Drive on Accident Insurance and Road Safety
71	Survey of Vehicle Insurance Renewal Practices
72	Insurance Awareness Camp for Two-Wheeler Owners
73	Study of Insurance Penetration in Slum Areas
74	Survey of Family Financial Security Planning
75	Study of Term Insurance Awareness vs Traditional Policies
76	Survey of Household Budgeting and Expense Tracking
77	Savings Habits of Middle-Class Families: Survey
78	Investment Awareness Study (FD, Mutual Funds, Gold, Shares)
79	Awareness Drive on Mutual Funds for Beginners
80	Survey of Citizens' Understanding of Inflation and Saving
81	Study of Loan EMI Burden in Families
82	Survey of Credit Score Awareness Among Citizens
83	Awareness Drive on Responsible Borrowing
84	Study of Financial Planning for Children's Education
85	Cyber Fraud Awareness Survey in Local Community
86	UPI Fraud and Scam Awareness Drive
87	Study of OTP Sharing and Fraud Behaviour Patterns
88	Survey of Digital Payment Safety Awareness
89	Awareness Drive on Banking Helplines and Complaint Systems
90	Survey of Citizens' Awareness on RBI Ombudsman
91	Digital Banking Safety Training for Citizens

92	Survey of Online Shopping Fraud Experiences
93	Study of Social Media Financial Scam Awareness
94	Awareness Campaign on Secure Password Practices
95	Survey of Financial Inclusion of Beggars and Homeless People
96	Banking and Identity Documentation Challenges: Community Study
97	Study of Jan Dhan Account Awareness in Community
98	Financial Literacy Drive for Out-of-School Youth

***Note: Students can select any topic from General Suggestive / General Indicative List for the Community Engagement Project as per Point No. 13 mentioned in herein above or select another topic with the consultation of subject teacher cum supervisor.**

Restructured Syllabus (2024 Pattern as per NEP-2020)

Faculty: COMMERCE & MANAGEMENT (Commerce)

Class: S.Y. B.Com. Sem-IV

Title of the Course: CEP in Business Laws

Name of the Program	Course Code	Type of Course	Credits	Lectures per Week in Clock Hour
B.Com. in Business Laws	BL287CEPP	CEC	2	4

Introduction:

Business Laws projects are significant for community engagement because legal awareness is a critical foundation for fair, safe, and ethical community life. Citizens and small businesses often face legal issues related to consumer rights, unfair trade practices, cyber fraud, online payment disputes, labour exploitation, vendor licensing, food safety standards, contract misunderstandings, and financial harassment. Due to lack of awareness, many individuals do not know their legal protections, complaint procedures, or basic rights. Through community engagement projects, students study legal literacy gaps and document common legal problems faced by various groups such as vendors, workers, students, senior citizens, and consumers.

Students can conduct legal awareness drives on consumer protection, cyber law remedies, safe digital transactions, labour rights, vendor rights, road safety laws, and grievance redressal systems such as helplines and ombudsman mechanisms. These projects develop students' ability to interpret laws practically, apply legal concepts to real situations, and communicate legal information responsibly and ethically. Community outcomes include improved awareness, better compliance, reduction in exploitation, and safer public behaviour. Student outcomes include deeper conceptual clarity, stronger analytical thinking, ethical sensitivity, and the development of responsible citizenship.

Course Objectives:

1. To help students understand the role of law in facilitating social reform, equity, and the protection of vulnerable sections of society.
2. To groom students in ethical, social, and professional responsibility, ensuring they can lead or advise in social and public enterprises.
3. To equip students with techniques for community organizing, legal aid, and translating complex business legalities for community stakeholders.
4. To enable students to apply theoretical legal knowledge (contract law, corporate governance, consumer protection) to real-world community challenges.
5. To sensitize students toward environmental protection, rural development, and sustainable business practices

Unit	Title and Contents	No. of Lectures
1	<p>Introduction to Community Engagement:</p> <p>1.1 Meaning, needs. Scope, characteristics and importance and elements of community engagement</p> <p>1.2 Principles of social responsibility and citizenship</p> <p>1.3 Role of higher education in community development</p>	07 Class Room
2	<p>Community Development:</p> <p>2.1 Understanding community dynamics, social justice, and the role of law in community empowerment</p> <p>2.2 Role of Businesses in Community Development – CSR, Ethical Practices, and Social Enterprises</p> <p>2.3 Introduction to laws governing non-profits, trusts, and corporate social responsibility (CSR) initiatives</p> <p>2.4 Legal requirements for CSR spending, reporting, and impact assessment</p> <p>2.5 Legal and practical approaches to resolving conflicts between businesses and local communities</p> <p>2.6 Overview of CSR laws in India (Companies Act, 2013); Environmental protection laws (Environmental Protection Act, 1986)</p> <p>2.7 Legal and Ethical Considerations and Social Impact Assessment in Business-led Community Initiatives</p>	08 Class Room
3	<p>Planning and Execution of Community Engagement Project:</p> <p>3.1 Identifying a Business-Related Community Issue (Refer Suggestive or Indicative List).</p> <p>3.2 Project Design and Implementation: Setting Objectives, Budgeting, Methodology and Action Plan</p> <p>3.3 Monitoring and Evaluating Impact: Field Visit, Data Collection and Analysis, Reporting, and Feedback Mechanisms</p> <p>3.4 Documentation and Presentation: Report Writing, Case Studies, and Reflection</p>	45 Field Visit, Interaction, Data Collection and Project Writing

Course Outcomes:

After completion of the course, students will be able to:

1. Evaluate the social, environmental, and economic impacts of business operations on local communities.
2. Utilize knowledge of business laws to address issues faced by community members or local organizations.
3. Create legal documents, such as Community Benefits Agreements or policy briefs, that consider the needs of stakeholders and marginalized groups.

4. Critically analyse business scenarios to identify ethical, environmental, and social issues, offering solutions that go beyond legal compliance.
5. Work with diverse community partners, local organizations, and non-profits, demonstrating teamwork, empathy, and effective communication.
6. Assess the impact of their community engagement activities through structured reflection, connecting their service experiences to their personal and professional development.
7. Understand and navigate the legal framework of non-profits, cooperatives, and small-scale, community-based businesses

Indicative / Suggestive List of Areas / Topics for CEP in Business Laws:

Sr. No.	*Areas / Topics
1	Awareness of Consumer Rights in Local Community: Surve
2	Study of Consumer Complaint Behaviour in Citizens
3	Consumer Awareness on MRP, Expiry Date and Labels: Survey
4	Awareness Drive on Consumer Protection Act in Locality
5	Survey of Fake Products and Consumer Experiences
6	Consumer Awareness on Return/Refund Policies: Study
7	Study of Online Shopping Consumer Complaints: Survey
8	Awareness on Consumer Helplines and Complaint Filing: Project
9	Survey of Citizens' Awareness of Legal Receipts and Bills
10	Study of Unfair Trade Practices in Local Markets
11	Legal Awareness Among Street Hawkers: Survey
12	Study of Hawkers' Awareness on Municipal Rules and Licenses
13	Legal Issues Faced by Street Vendors: Field Study
14	Awareness Drive on Street Vendors Act: Community Project
15	Study of Vendor Harassment and Legal Protection Awareness
16	Survey of Business Registration Awareness Among Small Vendors
17	Awareness on Shop and Establishment Registration: Survey
18	Study of Local Vendor Awareness on GST Basics (Conceptual)
19	Legal Awareness on Weights and Measures Act: Survey
20	Study of Legal Billing Practices in Local Markets
21	Labour Rights Awareness Among Daily Wage Workers: Survey
22	Study of Wage Payment Issues in Local Businesses
23	Awareness Drive on Minimum Wages Act: Community Project
24	Survey of Working Hours and Overtime Practices: Study
25	Study of Workplace Safety Awareness in Small Units
26	Awareness on ESI and PF in Small Establishments: Survey
27	Study of Labour Contract Practices in Local Worksites
28	Survey of Women Workers' Rights Awareness
29	Awareness Drive on Sexual Harassment at Workplace (POSH)
30	Study of Child Labour Awareness in Community
31	Legal Awareness on Rental Agreements: Survey

32	Study of Tenant-Landlord Disputes in Locality
33	Awareness Drive on Stamp Duty and Registration Basics
34	Survey of Society Members' Awareness on Housing Society Rules
35	Study of Maintenance Disputes in Housing Societies
36	Awareness on Legal Documentation for Property Transactions
37	Study of Consumer Issues in Housing Services
38	Awareness Drive on RERA Rights of Homebuyers
39	Study of Common Fraud in Property Deals: Survey
40	Cyber Law Awareness Among Citizens: Survey
41	UPI Fraud Awareness and Legal Remedies: Community Study
42	Study of Online Payment Fraud Victim Experiences
43	Awareness Drive on Cyber Complaint Filing Process
44	Survey of Social Media Crime Awareness in Youth
45	Awareness on Data Privacy Rights: Community Survey
46	Study of Cyberbullying Awareness Among Students
47	Awareness Drive on Safe Online Behaviour and Legal Support
48	Survey of Citizens' Awareness of Cyber Helplines
49	Awareness on Banking Ombudsman System: Survey
50	Awareness on Rights in Insurance Claims: Survey
51	Study of Insurance Claim Rejection Issues: Community Survey
52	Awareness Drive on Financial Fraud Legal Remedies
53	Survey of Citizens' Awareness on Legal Loan Recovery Practices
54	Study of Harassment by Recovery Agents: Survey
55	Awareness on Digital Lending App Fraud: Community Project
56	Survey of Credit Score Awareness and Legal Rights
57	Study of Financial Contract Understanding in Citizens
58	Legal Awareness on Food Safety Standards: Survey
59	Study of Hygiene and Food Safety Practices in Street Food
60	Awareness Drive on FSSAI Basics for Food Vendors
61	Survey of Citizens' Awareness on Food Adulteration
62	Study of Complaint Behaviour for Food Quality Issues
63	Awareness on Consumer Rights in Restaurants and Hotels
64	Study of Fake/Expired Food Product Incidents: Survey
65	Survey of Milk Adulteration Awareness in Locality
66	Awareness Drive on Food Label Reading and Legal Rights
67	Study of Public Health Laws Awareness in Community
68	Legal Awareness Among Farmers: Survey
69	Study of Farmers' Awareness on Crop Insurance Rights
70	Awareness Drive on Agricultural Produce Market Laws (Basic)
71	Survey of Farmers' Awareness on Contract Farming Risks
72	Study of Loan Documentation Problems in Rural Areas
73	Awareness Drive on Government Scheme Legal Documents

74	Study of Land Ownership and Record Issues: Survey
75	Survey of Farmers' Awareness on Cooperative Laws
76	Awareness Drive on FPO Legal Registration Basics
77	Study of Rural Legal Literacy Gaps: Community Survey
78	Awareness on NGO Registration and Compliance: Study
79	Survey of NGO Awareness on Donation Receipts and Transparency
80	Study of Trust Act Awareness in Small NGOs
81	Awareness Drive on Legal Accounting for NGOs (Basic)
82	Survey of Citizens' Trust in NGO Legal Compliance
83	Study of Donation Fraud Awareness in Community
84	Awareness on Volunteer Rights and Responsibilities: Project
85	Study of Legal Challenges in Social Work Organisations
86	Awareness Drive on Ethical Fundraising and Legal Rules
87	Survey of NGO Governance Practices: Community Study
88	Legal Awareness for Students and Youth: Survey
89	Awareness Drive on Legal Rights of Students (Basic)
90	Study of Ragging Awareness and Legal Remedies
91	Awareness on Road Safety Laws: Survey
92	Study of Traffic Violations and Legal Awareness
93	Awareness Drive on Helmet/Seatbelt Laws and Penalties
94	Survey of Citizens' Awareness on Public Nuisance Laws
95	Study of Noise Pollution Law Awareness in Locality
96	Awareness on RTI Act for Citizens: Community Project
97	Study of Public Awareness of Fundamental Rights and Duties

***Note: Students can select any topic from General Suggestive / General Indicative List for the Community Engagement Project as per Point No. 13 mentioned in herein above or select another topic with the consultation of subject teacher cum supervisor.**

Restructured Syllabus (2024 Pattern as per NEP-2020)

Faculty: COMMERCE & MANAGEMENT (Commerce)

Class: S.Y. B.Com. Sem-IV

Title of the Course: CEP in Business Mathematics, Statistics and Analytics

Name of the Program	Course Code	Type of Course	Credits	Lectures per Week in Clock Hour
B.Com. in Business Mathematics, Statistics and Analytics	BMS288CEPP	CEC	2	4

Course Objectives:

- 1) Develop awareness among students about community needs and social responsibility.
- 2) Enable students to apply statistical knowledge to real-life community issues.
- 3) Strengthen data collection, analysis, and interpretation skills for social benefit.
- 4) Encourage teamwork, leadership, and civic engagement.
- 5) Foster empathy, ethical values, and problem-solving abilities through direct community interaction.

Unit	Title and Contents	No. of Lectures
1	Introduction to Community Engagement: 1.1 Meaning, needs. Scope, characteristics and importance and elements of community engagement 1.2 Principles of social responsibility and citizenship 1.3 Role of higher education in community development ment 1.4 Case studies of successful community initiatives	08 Class Room
2	Data and Statistics for Community Analysis: 2.1 Identifying community problems using data 2.2 Types of data: primary and secondary 2.3 Designing community surveys and questionnaires 2.4 Sampling methods for social studies 2.5 Use of descriptive statistics (mean, median, mode, percentage, charts, and graphs)	07 Class Room
3	Field Engagement and Service Activities: 3.1 Field visits, volunteering or internships with NGOs/local bodies 3.2 Field visits, volunteering or internships with NGOs/local bodies 3.3 Data collection on themes such as education, health, environment, or employment 3.4 Community interaction and problem identification 3.5 Recording observations and maintaining field journals	25 Field Visit, Interaction, Data Collection and Project Writing
4	Data Analysis and Interpretation:	20

4.1 Analysis of collected data using Excel/SPSS/R 4.2 Presentation of findings through tables, graphs, and reports 4.3 Interpretation of community data and drawing conclusions 4.4 Ethical handling of data and privacy concerns 4.5 Preparation of a statistical report on community findings 4.6 Presentation / Group presentation of results and recommendations 4.7 Reflection on learning outcomes and community impact	Field Visit, Interaction, Data Collection and Project Writing
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Course Outcomes:

After completing the course, students will be able to:

- 1) Explain the concept and importance of community engagement and service.
- 2) Collect and analyse community-based data using basic statistical tools.
- 3) Apply statistical reasoning to identify and propose solutions to social and economic problems.
- 4) Demonstrate teamwork, communication, and leadership in community settings.
- 5) Prepare and present data-driven community project reports.

Indicative / Suggestive List of Areas / Topics for CEP in Business Mathematics, Statistics and Analytics:

Sr. No.	*Areas / Topics
A)	Economic and Financial Inclusion: To understand economic behavior, financial literacy, and entrepreneurship among local populations
1	Financial literacy among rural and urban households
2	Awareness and use of digital payment systems
3	Role of microfinance and SHGs in women empowerment
4	Saving and investment behavior of small business owners
5	Employment trends among educated youth
6	Impact of government entrepreneurship schemes
7	Household income and expenditure analysis
8	Awareness about government insurance schemes
9	Consumer preference for local vs. branded products
10	Access to banking and credit facilities in rural areas
B)	Environment and Sustainability: To study environmental attitudes, awareness, and sustainable practices among communities
11	Waste segregation and recycling practices
12	Plastic usage reduction awareness
13	Water conservation practices among households
14	Renewable energy awareness
15	Impact of Swachh Bharat Abhiyan initiatives
16	Tree plantation drives and participation
17	Pollution awareness and preventive practices
18	Rainwater harvesting adoption

19	Plastic-free campus initiative evaluation
20	Climate change perception among youth
C)	Education and Skill Development: To assess educational challenges, digital literacy, and skill development opportunities
21	Dropout rates and causes among school children
22	Digital literacy among rural women or senior citizens
23	Effectiveness of skill development programs
24	Career awareness among rural youth
25	Parental involvement and academic performance
26	Online vs. offline learning preferences
27	Library usage patterns among students
28	Gender gap in higher education enrollment
29	Participation in community service programs
30	Financial barriers to education
D)	Health, Hygiene, and Nutrition: To analyse community health, hygiene behaviour, and awareness about government health programs
31	Awareness of Ayushman Bharat and other schemes
32	Nutritional habits and BMI analysis among youth
33	Sanitation and hygiene practices in rural areas
34	Awareness about vaccination and COVID-19 behavior
35	Stress levels among students
36	Menstrual hygiene awareness among adolescent girls
37	Prevalence of tobacco/alcohol consumption
38	Satisfaction with local healthcare facilities
39	Mental health awareness in institutions
40	Nutritional deficiencies in women and children
E)	Social and Cultural Participation: To explore social participation, governance, and cultural attitudes influencing community well-being
41	Role of youth in community development
42	Attitude towards gender equality
43	Awareness of government welfare programs
44	Participation in local governance
45	Volunteerism among college students
46	Impact of social media on youth behavior
47	Attitude toward differently-abled persons
48	Satisfaction with public transport systems
49	Awareness of consumer rights
50	Role of cooperatives in rural empowerment
F)	Integrated Community Impact Projects: To apply statistical knowledge in integrated projects combining economic, social, and environmental dimensions
1	Socio-economic status and educational achievement correlation

2	Impact of women's SHGs on family welfare indicators
3	Relationship between income level and health awareness
4	Comparative study of urban vs. rural sanitation behaviour
5	Effectiveness of CSR activities in community development
G)	Core Topics:
1	Statistical Analysis of Daily Income of Street Hawkers
2	Survey and Data Analysis of Customer Footfall in Local Markets
3	Demand Forecasting of Street Food Items Using Simple Statistical Tools
4	Data Analysis of Price Variation in Vegetable Markets
5	Statistical Study of Sales Patterns of Small Vendors
6	Time Series Analysis of Seasonal Demand in Local Markets
7	Probability Study of Customer Preferences in Street Markets
8	Data Analysis of Digital vs Cash Transactions Among Vendors
9	Statistical Study of Profit Variability in Small Businesses
10	Survey and Graphical Analysis of Consumer Buying Behaviour
11	Statistical Study of Household Income and Expenditure Patterns
12	Budget Analysis of Low-Income Families Using Data Tools
13	Survey of Savings Patterns and Statistical Interpretation
14	Data Analysis of Household Debt and EMI Burden
15	Statistical Study of Consumption Patterns in Urban vs Rural Areas
16	Income Inequality Study Using Primary Data
17	Data Visualization of Family Expense Distribution
18	Statistical Study of Financial Planning Awareness in Families
19	Survey Analysis of Inflation Impact on Household Budgets
20	Correlation Study Between Income and Savings
21	Statistical Survey of Education Expenses of Students
22	Data Analysis of Dropout Rates in Local Schools
23	Survey and Analysis of Digital Learning Access Among Students
24	Statistical Study of Scholarship Awareness and Utilisation
25	Data Analysis of Study Time vs Academic Performance
26	Survey Analysis of Career Preferences of Youth
27	Statistical Study of Skill Development Participation
28	Data Analysis of Attendance Patterns in Schools
29	Survey of Barriers to Education Among Underprivileged Children
30	Statistical Report on Out-of-School Children in Community
31	Statistical Study of Farmer Income and Cost Patterns
32	Data Analysis of Crop Yield Variability
33	Survey Analysis of Agricultural Input Costs
34	Statistical Study of Market Prices of Agricultural Produce
35	Data Analysis of Seasonal Income of Farmers
36	Survey of Crop Insurance Awareness with Statistical Interpretation
37	Statistical Study of Rural Credit Usage

38	Data Analysis of Farm Labour Wages
39	Survey of Post-Harvest Loss Data and Analysis
40	Statistical Study of Water Usage in Agriculture
41	Statistical Survey of Banking Access in Community
42	Data Analysis of Digital Payment Usage Among Citizens
43	Survey Analysis of Financial Literacy Levels
44	Statistical Study of Insurance Awareness in Community
45	Data Analysis of Loan Usage and Repayment Behaviour
46	Survey of ATM Usage and Problems Faced by Users
47	Statistical Study of Fraud Cases in Digital Transactions
48	Data Analysis of Savings vs Investment Preferences
49	Survey of Government Scheme Awareness and Reach
50	Statistical Study of Senior Citizens' Banking Behaviour
51	Data Analysis of Waste Generation in Locality
52	Statistical Study of Waste Segregation Practices
53	Survey Analysis of Water Consumption Patterns
54	Data Analysis of Electricity Usage in Households
55	Statistical Study of Public Cleanliness Behaviour
56	Survey of Environmental Awareness Levels
57	Data Analysis of Plastic Usage in Community
58	Statistical Study of Tree Plantation Impact in Area
59	Survey Analysis of Public Participation in Cleanliness Drives
60	Data Analysis of Pollution Awareness Among Citizens
61	Statistical Study of Traffic Density in Local Areas
62	Data Analysis of Traffic Violations and Patterns
63	Survey of Road Safety Awareness with Statistical Tools
64	Statistical Study of Accident Data in Locality
65	Data Analysis of Public Transport Usage Patterns

***Note: Students can select any topic from General Suggestive / General Indicative List for the Community Engagement Project as per Point No. 13 mentioned in herein above or select another topic with the consultation of subject teacher cum supervisor.**