

**COURSE DEVELOPED BY**

**By SHREE SHIVKRUPANAND SWAMI FOUNDATION**

Sr, No.	Heading	Particular
1	Title of the course	<b>Co-Curricular Course in Life Management through Dhyanyog</b>
2	Eligibility for admission	HSC or Equivalent
3	Level	UG
4	Semester	III
4	Pattern	03 years & 06 semesters CBGS
5	To be implemented from	From Academic year 2025- 26 in a progressive manner

**Disclaimer**

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NAME OF THE COURSE: **LIFE MANAGEMENT THROUGH DHYANYOG**

COURSE CREDIT: 04

COURSE CODE: U25CC3LMD01

1 credit - 15 lectures

1 lecture - 60 minutes

- This course can be taken for any undergraduate program (Semester I- IV) as any of the subjects for Indian Knowledge System (IKS), Value Education Courses (VEC), Vocational Skill enhancement Courses (VSC), Ability Enhancement Courses (AEC) Or Co-Curricular Courses (CC) in the University or college level to as per the norms of NEP 2020.
- The credit (2 or 4) systems and evaluation patterns Semester-end examination or Continuous evaluation) can be planned as per the requirement of the program as per the NEP 2020
- The course would be delivered with expertise from our organisation as per the availability in the region
- The study material and references also will be provided as per the requirement
- The faculties from Universities and colleges can be trained for course delivery at the respective campus

#### **About Himalayan Samarpan Dhyanyog (Meditation):**

**Shree Shivkrupanand Swami Foundation** has been dedicated to sharing the ancient values of Himalayan Samarpan Dhyanyog (Meditation) and fostering happiness and peace worldwide for the past 30 to 40 years. Guided by the wisdom of **His Holiness Shree Shivkrupanand Swami**, a revered Himalayan sage who spent over 18 years in deep meditation in the Himalayas on the path of self-enlightenment, the organisation conducts various meditation workshops to promote global peace and harmony. Inspired by the philosophy of **Vasudhaiva Kutumbakam**—*"the whole world is one family"*—the Foundation firmly believes that true global peace can only be achieved by cultivating inner peace within every individual.

Himalayan Samarpan Dhyanyog (Meditation) is a simple yet extremely effective and globally recognized meditation protocol that is practiced in more than 70 countries worldwide. It has been observed that regular practice of this protocol has led to improved quality of life, benefiting people from all sectors such as teachers, students, doctors, defense personnel, etc, as well as those in private, corporate, and governmental sectors. The Himalayan Samarpan Dhyanyog programmes include seminars, webinars, workshops, and exhibitions, which are intended to provide practical experience in meditation and its benefits in enhancing 'effective life management skills'

The United Nations (UN) has designated December 21 as World Meditation Day to highlight the importance of mental and emotional well-being. This observance aims to increase awareness of the numerous benefits of meditation. As an ancient practice that focuses attention on the present moment, meditation has deep roots in religious, yogic, and secular traditions across various cultures. Practiced for thousands of years, it has evolved beyond its



spiritual origins and is now widely embraced around the world as a powerful tool for enhancing personal well-being and supporting mental health.

Considering the peer pressure and stress-related issues faced by today's youth, it is crucial to provide a stress-free and peaceful environment for the present generation to foster sustainable and balanced living conditions across the world. To address this need, a unique course called 'Life Management through Dhyanyog' has been developed catering to the holistic development of individuals through the Himalayan Samarpan Dhyanyog (Meditation) Values. This course will not only teach students the methods of meditation but also equip them to incorporate these simple practices into their daily lives, enabling them to manage their lives effectively and harmoniously.

Himalayan Samarpan Dhyanyog (Meditation) has been acknowledged and appreciated by various organizations in the world such as the Theosophical Society (UK), All India Medical Association, Ministry of Ayush, GOI, and the Indian Red Cross Society to name a few.

### **Programme Vision:**

The vision of the 'Life Management through Dhyanyog' programme is to empower, inspire, and guide young individuals in fostering holistic self-development and embracing a balanced lifestyle through spiritual awareness. By cultivating spiritual awareness, students are intended to enhance their academic focus, excel in decision-making within their professional spheres and personal evolution, and contribute positively to societal harmony.

### **Programme Objective: (PO)**

The objective of the programme is also to increase knowledge, inculcate positive attitudes, and enhance life management skills, to promote responsible and healthy behavior in society.

1. The primary goal of this programme is the holistic development of the students through the practice of Dhyanyog (Meditation) as a profound tool for life management, facilitating an enduring and overall transformation among students
2. The program also seeks to equip students with emotional awareness, spiritual intelligence, and inner resilience, fostering their holistic development. Additionally, it aims to empower students to apply their self-awareness in building practical skills and strategies for effectively navigating through life's challenges.

### **Semester III**

#### **Course Objectives:**

CO 1: Learners will grasp the fundamental concept of nature and its interrelation with our innate life-force energy.

CO 2: Learners will comprehend the concept of self-awareness through the exploration of spiritual fitness.



**CO 3:** Learners will understand the scientific approach behind the ancient practice of Mantra-Yog of Bhartiya culture recognizing their relevance for achieving stability in modern life.

CO 4: Learners will assimilate the concept of Dhyanyog and evaluate the application of Himalayan Samarpan Dhyanyog (Meditation) practices in their daily lives.

**Course Outcomes:**

CO 1: Learners would be equipped to integrate concepts of nature and life energy into their daily practices for holistic living and self-healing.

CO 2: Learners would be able to apply insights gained from exploring inner wisdom to cultivate greater self-awareness in various aspects of their lives.

CO 3: Learners would be capable of integrating their understanding of the applicability of these Dhyanyog practices in addressing life challenges and fostering stability in personal and professional life.

CO 4: Learners will be able to differentiate the impact of inner wisdom and Himalayan Samarpan Dhyanyog (Meditation) practices on various aspects of their lives, including physical, emotional, mental, and spiritual well-being. They will also be able to assess how these practices contribute to responsible citizenship, a healthy lifestyle, and healthy interpersonal and intrapersonal relationships

Sr. No	Syllabus	Lectures
CO 1	CHAPTER 1: YOG (UNION) WITH NATURE  Introduction: The meaning, need, and objective of Yog as a life management tool. The advent of Ritualistic Worship. Oneness with nature, connecting with the Five Elements of Nature i.e. Earth, Water, Fire, Air, and Sky. Understanding the concept of body, brain, heart, mind, and soul, as well as the concept of thought pollution and its effects on the human mind/ energy/ vibration /frequency. The concept of aura or biofield refers to the benefits of a positive aura and its positive effects on our lives.	10
	Practical session/ case study/ experiential learning/ Demonstration. Reflection/ Analysis	05
CO 2	CHAPTER II: YOG (UNION) WITH SOUL  Need for connecting with the soul. Understanding Spiritual Fitness in the context of Maslow's hierarchy of needs. Concept of Self-Awareness with the base of Bharatian (Indian) culture. Concept of Ashtanga Yog, Detail concept of Dhyanyog. Differentiate between	10





	Dhyan and Thoughtlessness, Concept of the Universe (Macrocosm and Microcosm).. Concept and Power of Chitta and its connection with 7 Chakras in the body (Energy Centers). Benefits of Chakra Balancing.	
	Practical session/ case study/ experiential learning/ Demonstration. Reflection/ Analysis	05
CO 3	CHAPTER III: LIFE MANAGEMENT THROUGH DHYANYOG  Perception of Being Spiritual, Understanding Bhava (Inner feeling). Understanding Concepts and potentials of Universal Consciousness, Soul Consciousness, and Body Consciousness. The process of Self-Cognizance, Science of Mantras, Importance of Mantra in Dhyanyog. Benefits of Mantra Chanting, Power of Guru Mantra, Power of Prayer, Anubhuti or Inner experience, Benefits of Dhyanyog as a Life Management tool.	10
	Practical session/ case study/ experiential learning/ Demonstration. Reflection/ Analysis	05
CO 4	CHAPTER IV: COMPLETE YOG  Experiencing Universal Consciousness. Understanding Dualism-Nondualism Approaches of connecting with Universal Consciousness, Tradition of Master and Disciple (Guru Shishya Parampara), Importance of a Self-Realized Master as a Facilitator, Experience of Complete Yog.	15
	Practical workshop of Himalayan Samarpan Dhyanyog (Meditation) for 3 days or 8 days	
	SUGGESTED METHODS AND ACTIVITIES  1. Group Activities 2. Case Study discussions 3. Guided Group Discussions 4. Audio Visual 5. Role Play 6. Journal-writing 7. Expert Talk (Capsule Edition) 8. Exposure Visits 9. Reflective Exercises 10. Field Study 11. Family – colleagues Engagement 12. Demonstration and Practice 13. Observation of Special Days	



**SCHEME OF EXAMINATION under Co-Curricular Course (CC) as per NEP**

**Total Marks: 100**

**Semester III - Continuous evaluation pattern**

<b>Evaluation Criteria</b>	<b>Marks</b>
MCQ/ Class test	20
One Project/ Assignment/ report a live experience of five elements and meditation/ book review report	20
Workshop, Seminar, and Webinar attended relevant to the course and its detailed report. (Each program 5 marks maximum 4 programs)	20
Field visits to Natural places, meditation centers, or High vibrational/ divine energy places (Jagruk Sthan) with a detailed report and viva	20
Attendance, class activities, and interaction	20
<b>Total</b>	<b>100</b>

**Passing criteria:** Minimum 40% in Internal – 40 out of 100

**References:**

- **BOOKS BY MAHARSHI SHREE SHIVKRUPANAND SWAMI**
  - Himalay Ka Samarpan Yog- Part 1, 2, 3, 4, 5, 6
- Adhytamik Satya
- Samagra Yog
- Life Management
- Satya Ka Avishkar
- Sadguru ki Hriday Se
- Guru Tattva ke Sandesh
- Sannidhya
- Sadguru Vaani



- Navyug ki Or
- Self Realization
- Pavitra Atma

***Biophysical Analysis of Water Exposed to the Meditative Energy Field: Plausible Correlation to Neurophysiological Observations?***

<https://waterjournal.org/uploads/vol13/bhattacharyya/WATER.2022.5.Bhattacharyya.pdf>

***Complete Yoga: Best Management of Human Life- Anirbhan Bhunia***

<https://www.ejmanager.com/mnstemps/70/70-1645073642.pdf?t=1714736173>

**Aura Imaging System – Aura Report**

- [https://issuu.com/lavanyakannathass/docs/aura\\_of\\_a\\_saint\\_da0e0b14f5cfc0](https://issuu.com/lavanyakannathass/docs/aura_of_a_saint_da0e0b14f5cfc0)
- <https://www.youtube.com/watch?v=HwZh0hXbda8>

**Links:**

<https://www.speakingtree.in/blog/idol-worship-does-it-work>

<https://www.speakingtree.in/blog/do-we-require-to-do-penance-for-many-years>

<https://www.speakingtree.in/blog/meditation-during-difficult-life-situations>

<https://www.speakingtree.in/blog/are-temple-a-source-of-energy>

<https://www.speakingtree.in/blog/do-you-need-a-guru-184131>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9623891/>

<https://www.speakingtree.in/blog/anubhooti-disappears-when>

<https://www.speakingtree.in/blog/search-of-god-ends-when>

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[#gurutattva #meditation - YouTube](#)

[How be one with nature? | Minute of Bliss | Gurutattva - YouTube](#)

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<https://www.youtube.com/watch?v=vmUk-gDfZA0>

<https://youtu.be/FiSEfwHn7HU?si=HZtl3t7c71DULZ15>

[https://youtu.be/GF\\_-CHBTMEg?si=X1p\\_WJ3e1y1A54NT](https://youtu.be/GF_-CHBTMEg?si=X1p_WJ3e1y1A54NT)

[https://youtu.be/5Am4v3dR8CI?si=QA\\_ZeMoLs9KmnW3D](https://youtu.be/5Am4v3dR8CI?si=QA_ZeMoLs9KmnW3D)

<https://youtu.be/Rn1D-tRhISE>

<https://youtu.be/DDGhnUYEVGk?si=6o9YTldQ8R1LPdWG>

<https://youtu.be/ZjcKWC4QcdU?si=03rukj6RMMz7ujiz>

<https://youtu.be/cFYUKVM8dxU?si=Rut6e5tkI04Z3xao>

<https://youtu.be/O9R-gFFLt2Y?si=OzS-Gh2VxPpgMRh0>

[□□□□□ □□□□□□□□ □□ □□□□ □□ □□□□□□□□. The Science Behind Chanting](#)

[Mantra. - YouTube](#)

[https://youtu.be/G5bW-O1D00c?si=9fm43UqTFj\\_xkohz](https://youtu.be/G5bW-O1D00c?si=9fm43UqTFj_xkohz)

<https://youtu.be/reFXUP4Mcdg?si=GctYOyGQtQVXCgid>

<https://youtu.be/HTKfQCQ5iZM?si=SeYYZNmUe-7278LI>

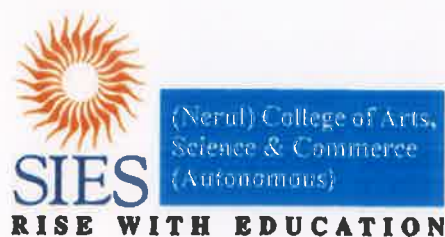


[https://youtu.be/cFYUKVM8dxU?si=iT\\_GDi7pWHlrOtBe](https://youtu.be/cFYUKVM8dxU?si=iT_GDi7pWHlrOtBe)  
<https://www.speakingtree.in/blog/relevance-of-masters-enlightenment>  
[https://youtu.be/BBliYp61BoE?si=gq\\_VpIlexCndvXII](https://youtu.be/BBliYp61BoE?si=gq_VpIlexCndvXII)  
[https://youtu.be/cmRxpwxwF-0?si=-qhXN\\_5akqet8Cbw](https://youtu.be/cmRxpwxwF-0?si=-qhXN_5akqet8Cbw)  
<https://youtu.be/AcZyb3jfsqc?si=HXRR4CNRWKR-o3rh>





AC: 22.02.2025  
Item No. 3.7



**SIES (Nerul) College of Arts, Science and Commerce (Autonomous)**  
**Department of Banking and Insurance**

Sr. No.	HEADING	Particulars
1	Title of the course	<b>Co-Curricular Course in Life Skills III</b>
2	Eligibility for admission	HSC or Equivalent
3	Level	UG – Semester III
4	Pattern	03 years & 06 semesters CBGS
5	To be implemented from	From Academic year 2025-26 in a progressive manner



NAME OF THE COURSE: **LIFE SKILLS - III**

COURSE CREDIT: 04

1 credit - 15 lectures

COURSE CODE: U25CC3LS03

1 lecture - 60 minutes

**Course Objectives:**

To help learners-

1. Understand the significance of various types of skills and know how to acquire them.
2. Design, develop, and adapt to situations as individuals, as team members as well as a leader.
3. Understand the personal values and apply ethical principles in professional and social contexts
4. Know about meaning, purpose, and relevance of universal human values and how to inculcate and practice them consciously to be a good human being and realize one's potential.

**Course outcomes:**

After completion of the course, learners would be able to:

1. Appreciate and demonstrate various types of skills.
2. Project a good personal image and social etiquette so as to have a positive impact on building a chosen career.
3. Participate in a digital lifestyle.
4. Appreciate the importance of ethics and moral values for developing a balanced personality
5. Know about universal human values and understand the importance of values in individual, social circles, career path, and national life

Module No	Syllabus	No. of Hours	
<b>1 Cognitive and Non- Cognitive Skills</b>	A) Cognitive Skills: Meaning, types of cognitive skills, and strategies. Critical Thinking Skills. Problem-solving Skills Ability to Learn.	<b>5</b>	<b>15</b>
	B) Non-cognitive Skills: Meaning, Types of Non-Cognitive skills and Strategies Empathy Creativity Collaboration Resilience Interpersonal Skills Perseverance Self Control Peer Pressure	<b>10</b>	
	C) Conflict handling, Time and Stress Management		
<b>2 Leadership and team skills</b>	A) Leadership Skills	<b>6</b>	<b>20</b>
	B) Innovative Leadership, Design Thinking	<b>5</b>	
	C) Entrepreneurial Skills	<b>5</b>	
	D) Team work, Social Skills, Social and Cultural Etiquette	<b>3</b>	
	E) Brainstorming	<b>1</b>	
<b>3 Ethics</b>	A) Ethics and Integrity- Learning through biographies, Ethics and Conduct- Importance of ethics. • Ethical decision-making. •	<b>6</b>	<b>10</b>



4 Universal Human Values	Personal and professional moral codes of conduct. • Creating a harmonious life.		
	B) Digital Ethics Digital Literacy Skills, Digital Etiquette, Digital Life Skills, Ethics and Etiquettes of Social Media	4	
	A) Love & Compassion	3	15
	B) Truth	2	
	C) Non-Violence	2	
	D) Righteousness	2	
	E) Peace	2	
	F) Service	2	
	G) Renunciation (Sacrifice)	2	
<b>Total Hours</b>			<b>60</b>

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2.Sen, Madhuchanda. 2010. An Introduction to Critical Thinking. Delhi: Pearson

3.Kalam, A.P.J. 2003. Ignited Minds: Unlcashing the Power within India. New  
Delhi: Penguin Books India.

4.Ghosh, Shantikumar. 2004. Universal Values. Kolkata: The Ramakrishna Mission

**Pedagogy-** Practical session / case study / experiential learning / Demonstration /Biographies  
/Reflection Journal

## SCHEME OF EXAMINATION

**Total Marks: 100**

**Continuous Evaluation pattern.**

Evaluation Criteria	Marks
Paper-based or Online Assessment	20
Case Studies/ Practical case assignments/ Biographies/Prepare a report/presentation/movie/video	20
Group Activities/ Roleplay /Discussions /Projects /Assignments/ Simulations/Prepare business plan/ Panel Discussions	20
Class Participation/ Participating in Invited motivational sessions/ Field Visits	20
Reflective journal evaluation	20
<b>Total</b>	<b>100</b>

NOTE- Each student will maintain a record of his or her daily learning after each module or session in the Reflective Journal. The faculty will also maintain records of the Reflective Journal after each interaction with the students



AC: 22.02.2025  
Item No. 3.7



**SIES (Nerul) College of Arts, Science and Commerce (Autonomous)**  
**Department of Multimedia and Mass Communication**

Sr. No.	Heading	Particulars
1	Title of the course	SIESNET
2	Semesters	III
3	Level	UG
4	Pattern	03 years & 06 semesters CBGS
5	To be implemented from	From Academic year 2025-26 in a progressive manner





**NAME OF THE COURSE: SIESNET (Departmental Activities)**

**COURSE CREDIT: 04**

**COURSE CODE: U25CC3SN01**

**1 credit - 15 lectures  
minutes**

**1 lecture - 60**

## **SIESNET**

**Video bulletin coverage of the annual activities of the college**

### **Course Objectives:**

The syllabus is aimed to achieve the following objectives:

1. To learn News Production and Reporting in broadcast media
2. To learn to Develop News Writing and Reporting Skills
3. To learn **Multimedia Journalism Techniques**

### **Learning Outcome:**

The learners will be able to:

1. Learner will be able to analyse and report.
2. Learner will be able to present news and interact with camera.
3. Learner will be able to do scripting, shooting and reporting

<b>Unit No.</b>	<b>Topic</b>	<b>No. of Lectures required</b>
<b>Unit-I</b>	Lectures:  1. Develop News Writing and Reporting Skills.  2. Learn techniques for gathering information, conducting interviews, and verifying facts.  3. Acquire skills in multimedia storytelling, including video production and audio recording. 4. Technical aspects of news production, including camera operation, lighting, and audio. 5. Industry-standard software for video editing, graphic design, and content management.	10
<b>Unit-II</b>	Practical Sessions: 1. Scripting news, reports etc. 2. Anchoring and Camera handling in a TV studio setup. 3. Scripting bulletins; proofreading and fact check. 4. Story boarding and planning for video shooting.	10
	Video production and editing	30
	Reporting, producing and editing bulletins	10



	<b>TOTAL (HOURS)</b>	<b>60</b>
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	<b>Semester – IV</b>
<b>Course Name: CC in Cultural Activities</b>	<b>Course Code: U23CA2CC01</b>
<b>Course Type</b>	<b>Co-curricular</b>
<b>Focuses on</b>	<b>Skill Development</b>
<b>Caters to</b>	<b>Local</b>
<b>Total Lectures per week (1 Period is 60 minutes)</b>	<b>1</b>
<b>Credits</b>	<b>4</b>

**The scheme of Examination shall be divided as follows.**

- **Continuous Evaluation Pattern**

<b>Description</b>	<b>Marks</b>
Activity related work such as <ul style="list-style-type: none"> <li>• Attending lectures</li> <li>• Practical sessions</li> <li>• Screening and uploading bulletin</li> <li>• Maintaining social media platforms</li> </ul>	10 20 20 10
Maintenance of work records and submission of activity report	20
Presentations /Viva-voce by faculty in charge	20
<b>Total</b>	<b>100</b>

**References:**

1. Into the Newsroom, Exploring the Digital Production of Regional Television, [Emma Hemmingway](#)
2. News Reporting And Editing, By K.M. Shrivastava Introduction to Documentary, Second Edition, [Bill Nichols](#)
3. Fundamentals of News Reporting, Ralph S. Izard, Hugh M. Culbertson, Donald A. Lambert
4. A Complete Guide to Television, Field, and Digital Producing, Sally Ann Cruikshank, Christine C. Eschenfelder, Keonte Coleman.



AC: 22.02.2025  
Item No. 3.7



**SIES (Nerul) College of Arts, Science and Commerce (Autonomous)**  
**Department of Management Studies**

Sr. No.	Heading	Particulars
1	Title of the course	Leadership Summit
2	Semester	III
3	Level	UG
4	Pattern	03 years & 06 semesters CBGS
5	To be implemented from	From Academic year 2025-26 in a progressive manner



**NAME OF THE COURSE: LEADERSHIP SUMMIT**

**COURSE CREDIT: 04**

**1 credit - 15 lectures  
minutes**

**COURSE CODE: U25CC3LDS03**

**1 lecture - 60**

**Course Objectives:**

The syllabus is aimed to achieve the following objectives:

1. To develop self-awareness by understanding personal strengths, weaknesses, and leadership style.
2. To enhance communication skills, including active listening,
3. To develop strategies for building positive relationships with team members, peers, and stakeholders.
4. To strengthen decision-making abilities, considering both short-term and long-term implications.
5. To develop techniques to handle conflicts constructively and promote collaboration.

**Learning Outcome:**

The learners will be able to:

1. Identify personal leadership strengths and areas for improvement.
2. Engage in active listening, express ideas clearly, and adapt communication styles.
3. Foster trust, collaboration, and respect within teams.
4. Evaluate options, consider consequences, and make sound decisions.
5. Use motivational techniques to boost team morale and productivity.





Unit No.	Topic	No. of Lectures required
<b>Unit-I</b>	Theory <ol style="list-style-type: none"> <li>1. Self-Awareness</li> <li>2. Effective Leadership</li> <li>3. Qualities and Responsibilities of Leaders</li> <li>4. Leadership Styles</li> <li>5. Team Building</li> </ol>	15
<b>Unit-II</b>	Theory <ol style="list-style-type: none"> <li>1. Balancing Individual and Organizational Interest</li> <li>2. Conflict &amp; Stress Management</li> <li>3. Change Management</li> <li>4. Leading with Influence</li> </ol>	15
<b>Unit-III</b>	Training <ol style="list-style-type: none"> <li>1. Creating Vision for the Event</li> <li>2. Identifying Team Members and Building a high performing team</li> <li>3. Resource Allocation, Monitoring and Control.</li> <li>4. Media Management and Role of Media in Events</li> <li>5. Managing diversity of opinion</li> <li>6. Planning Organizing and conducting the event</li> </ol>	15
<b>Unit-IV</b>	Participation in the Event – Leadership Summit Post Event Documentation, Accounting and Reporting Meeting Commitments with Sponsors and Other Parties	15
	<b>TOTAL (HOURS)</b>	<b>60</b>



The scheme of Examination shall be divided as follows.

**Continuous Evaluation Pattern**

<b>Description</b>	<b>Marks</b>
Attending lectures/ Training Sessions/ Seminars	30
Maintenance of work records	10
Active Participation in the Event	30
Quiz / Test / Report	20
Discussion/ Presentations / Viva-voce by faculty in charge	10
<b>Total</b>	<b>100</b>

**References:**

1. Mick Marchington and Adrian Wilkinson, Human Resource Management at Work – People Management and Development- IIIrd Edition,
2. Armstrong, Michael, Baron, Performance Management, Jaico Publishers
3. Stress management by Susan R. Gregson
4. Lance A Berger, Dorothy R Berger, Talent Management Hand Book, McGraw Hill
5. Workforce Diversity Management: Challenges, Competencies and Strategies - Bahaudin Mujtaba
6. Event management, a professional approach By Ashutosh Chaturvedi





**SIES (Nerul) College of Arts, Science and Commerce (Autonomous)**

**Co- curricular Course (CC )Department of Lifelong Learning and Extension**

Sr. No.	Heading	Particulars
1	Title of the course	Department of Lifelong Learning and Extension
2	Semesters	III
3	Level	UG
4	Pattern	03 years & 06 semesters CBGS
5	To be implemented from	From Academic year 2025-26 in a progressive manner



**NAME OF THE COURSE: DLLE - Social Work Performance**

**COURSE CREDIT: 04**  
**1 credit - 15 lectures**  
**minutes**

**COURSE CODE: U25CC3DLLE03**  
**1 lecture - 60**

**Course Objectives:**

1. Students will acquire knowledge on Importance of social work and its benefits for their careers.
2. Learners will develop an understanding about the application of group behaviour and approaches in group work
3. Students will gain knowledge and will develop communication skills while spreading awareness on various government schemes.
4. Students will develop skills of communication while doing the surveillance, interview, discussion while working on impactful projects addressing various social issues.

**Learning outcome:**

1. Learners will be able to apply their knowledge and become socially responsible citizen.
2. Understanding group behaviour and social attitude will help students to work with social groups in a smooth manner and achieve the goals
3. It will enable learners to develop communication skills while explaining government schemes to the people in society in a simpler manner.
4. Conducting various surveys and interviews will help students to develop interaction skills

Module No.	Syllabus	No of Hrs.
1	Importance of social work. History & philosophy of social work. Scope for a career in social work. Contribution of self help groups in society like guruh udyog/ mahila bachat gat (savings group) etc. Skit/street play/ various creative tools for social awareness	15
2	Groups- Definition, Types & Relevance Group Behavior and Social Attitude Group Work as a Method of Social Work Practice & Its Scope Importance of Community networking/ Social networking Team Building activities	15
3	Spreading Awareness and preparing Reports on various Government Schemes - Beti Bachao, Beti padhao /Ayushman bharath/Swachh bharat abhiyan/Pradhan Mantri awas yojana /Digital india/ Sensitivity towards environment education/ Health and mental stability or any other government scheme.	15





4	Surveillance / Interview/ Discussion /Survey and detailed Report on the same	15
<b>Total Lectures</b>		<b>60</b>

### SCHEME OF EXAMINATION

**Total Marks: 100**

**Continuous evaluation pattern.**

<b>Evaluation Criteria</b>	<b>Marks</b>
MCQ/ Class test	20
Skit/ Short film/ content development in the form of posters, leaflets or any other form.	20
Activities performed for any of the projects 20-25 hours per semester and detail report/presentation	20
Surveillance / Interview/ Discussion /Survey and detailed Report/Presentation and viva voce	20
Field visit/ NGO visit / Community visit and report	20
<b>Total</b>	<b>100</b>

### References:

- Toseland, R.W., & Rivas, R.F. (2009). An introduction to group work practice (6th ed). Boston: Pearson/Allyn and Bacon.
- Trecker, H. (1972). Social group work, principles and practices. New York: Association Press.
- Wilson, G., & Ryland, G. (1949). Social group work practice: The creative use of the social process. Boston: Houghton Mifflin.
- Corsini, R. J. (2004). Current Psychotherapies with Case Studies, Hawaii: Wadsworth Publications
- Konopka, G. (1983). Social Group Work: A Helping Process (3rd Edition). New Jersey: Prentice Hall International
- Pathak, S. H. (1981). Social Welfare: An Evolutionary and Development Perspective, New Delhi: MacMillan Publications
- Payne, M. (2015). Modern social work theory. New York, NY: Oxford University Press.



- Skidmore, R. A., & Thackeray, M. G. (1982). Introduction to social work. Englewood Cliffs, NJ: Prentice Hall.

<https://www.mudlle.ac.in>



AC: 22.02.2025  
Item No. 3.7



**SIES (Nerul) College of Arts, Science and Commerce (Autonomous)**  
**CC- National Service Scheme**

Sr. No.	Heading	Particulars
1	Title of the course	National Service Scheme (NSS)
2	Semesters	III
3	Level	UG
4	Pattern	03 years & 06 semesters CBGS
5	To be implemented from	From Academic year 2025-26 in a progressive manner



**NAME OF THE COURSE: National Service Scheme (NSS) Studies Paper-III**

**COURSE CREDIT: 04**

**COURSE CODE: U25CC3NSS03**

**1 credit - 15 lectures  
minutes**

**1 lecture - 60**

Unit No.	Topic	No. of Lectures required
Unit-I	<b>Gender sensitivity and woman empowerment:</b> <ul style="list-style-type: none"><li>• Concept of gender- causes behind gender related problems</li><li>• Meaning of empowerment- schemes for woman empowerment in India</li></ul> <b>Special campaigning activity:</b> Concept of camp: Identification of community problems- importance of group living- team building- adaption of village- planning for camp- pre, during and post campaigning activities	15
Unit-II	<b>Disaster management:</b> <ul style="list-style-type: none"><li>• Disaster its meaning- its types and methods of preparedness</li><li>• Basic principles of disasters management, Disaster Management cycle</li><li>• Disaster Management Training</li></ul>	15
Unit-III	<b>Community Welfare field work/ Training (Minimum 2 Projects or 1 Camp and 1 Project)</b> <ul style="list-style-type: none"><li>• Community work in adopted village</li><li>• Disaster management training (Completion Certificate)</li><li>• Social awareness using various tools.</li></ul>	30
	<b>Total Lectures</b>	<b>60</b>

**Course Outcomes (CO):**

- Upon successful completion of this course, students will be able to:
  - CO1: Analyze the concept of gender and its impact on Gender Equality.
  - CO2: Advocate for women's empowerment and evaluate existing initiatives in India.
  - CO3: Design and implement a community campaign to address a specific social issue.
  - CO4: Explain the different types of disasters and essential preparedness methods.
  - CO5: Participate effectively in community fieldwork activities, including disaster management training and social awareness campaigns.





## Learning Outcomes (LO):

### Unit 1: Gender Sensitivity and Women's Empowerment

- LO 1.1: Define gender and differentiate it from sex.
- LO 1.2: Analyze the root causes of gender-related problems in society.
- LO 1.3: Explain the concept of women's empowerment and its significance.
- LO 1.4: Evaluate existing schemes for women's empowerment in India and identify areas for improvement.

### Special Campaigning Activity

- LO 2.1: Define the concept of a social campaign and its purpose.
- LO 2.2: Identify a pressing social issue within a specific community.
- LO 2.3: Explain the importance of group work and team building for successful campaigns.
- LO 2.4: Develop a plan for a community campaign, including pre-campaign activities, implementation strategies, and post-campaign evaluation.

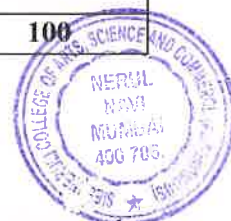
### Unit 2: Disaster Management

- LO 2.5: Define disaster and differentiate between various types (natural, human-made).
- LO 2.6: Explain methods for disaster preparedness in different scenarios.
- LO 2.7: Analyze the basic principles of disaster management and its cyclical nature.

### Unit 3: Community Welfare Fieldwork/Training

- LO 3.1: Participate actively in community work within an adopted village.
- LO 3.2: Apply disaster management training in a simulated or real-world scenario.
- LO 3.3: Develop and deliver creative awareness campaigns using street plays, dance, or other artistic mediums.

		Semester – III	
Course Name: National Service Scheme (NSS)		Course Code:	
Course Type		Co-curricular	
Focuses on		Skill Development	
Caters to		Local, National, Global	
Total Lectures per week (1 Period is 60 minutes)		2	
Credits		4	
Evaluation System		Hours	Marks
	Continuous Evaluation	60	50
		Total Marks	100



**\*For the Unit III – Students will be assigned Community Activity as per availability. They will be divided in a group of 20 and will be engaged for 20 hrs.**

**The scheme of Examination shall be divided as follows.**

- **Continuous Evaluation Pattern**

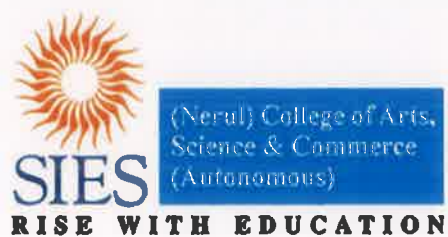
Description	Marks
60 hours activity related work such as <ul style="list-style-type: none"> <li>• Attending lectures</li> <li>• Field work</li> <li>• Maintenance of work record</li> </ul>	30
Completion of Training	20
Viva-voce by faculty in charge/ Internal Test	20
Poster/ Presentation	20
Project Report	10
<b>Total</b>	<b>100</b>

**References:**

1. National Service Scheme Manual (Revised) Government of India, Ministry of Youth Affairs and Sports, New Delhi
2. National Service Scheme Manual University of Mumbai
3. National Service Scheme Manual for NSS District Coordinators National Service Scheme Cell, Dept. of Higher and Technical Education, Mantralaya
4. Rashtriya Seva Yojana Sankalpana Prof. Dr. Sankey Chakane, Dr. Pramod Diamond Publication, Pune
5. Annual Report of National Service Scheme (NSS) Dept. of Higher and Technical Education Mantralaya. Dept. of Higher and Technical Education Mantralaya.
6. Training Programme on National Programme scheme, TISS.
7. Orientation Courses for N.S.S. Programme officers, TISS.
8. Social Problems in India, Ram Ahuja.
9. National Service Scheme in India : A Case Study of Karnataka, M. B. Dishad, Trust Publications, 2001
10. <http://www.thebetterindia.com/140/national-service-scheme-nss/>
11. <http://en.wikipedia.org/wiki/national-service-scheme>
12. <http://nss.nic.in/adminstruct>
13. <http://nss.nic.in/propexpan>
14. <http://nss.nic.in>
15. <http://socialworkness.org/about.html>



AC: 22.02.2025  
Item No. 3.7



**SIES (Nerul) College of Arts, Science and Commerce (Autonomous)**

**Co-curricular Course (CC ) SPORTS**

Sr. No.	Heading	Particulars
1	Title of the course	<b>PSYCHOLOGY IN SPORTS AND ADAPTED PHYSICAL EDUCATION</b>
2	Semesters	III
3	Level	UG
4	Pattern	03 years & 06 semesters CBGS
5	To be implemented from	From Academic year 2025-26 in a progressive manner



**NAME OF THE COURSE: PSYCHOLOGY IN SPORTS AND ADAPTED  
PHYSICAL EDUCATION**

**COURSE CREDIT: 04**  
**1 credit - 15 lectures**  
**minutes**

**COURSE CODE: U25CC3SP03**  
**1 lecture - 60**

**Course objective:**

1. To make the students understand the relationship between leadership through physical activity and sports.
2. To learn about sports training and its principles.
3. To make the students understand the importance of warming up, limbering down in sports training.
4. To learn the importance of wellness.
5. To learn the different steps used in first aid – PRICE.

**Course outcome: (After completion of the course the students will understand)**

1. To relate leadership through physical activity and sports.
2. The issues related to adolescent behavior and team cohesion in sports.
3. The concept and principles of sports training.
4. The concept of training load, warming up, and limbering down in sports training and their types, methods, and importance.
5. The importance and components of wellness.
6. The different steps used in first aid – PRICE.

Sr.no	Semester 4 Syllabus	No. of lectures
	Module 1: Psychology and sports	15
1) 2) 3) 4)	Definition and importance of psychology in physical education and sports. Development characteristics at different stages of development. Adolescent problems and their management. Team cohesion and sports.	
	Module 2: Training and doping in sports	15



1)	Concept and principles of sports training.	
2)	Training load: Overload, adaptation and recovery.	
3)	Warming up and limbering down - types method and importance.	
4)	Concept of skill, technique, tactics and strategies.	
	Module 3: Physical education and sports for children with special needs	15
1)	Concept of disability and disorder.	
2)	Types of disability, its causes and nature. (intellectual disability, physical disability)	
3)	Disability etiquettes.	
4)	Aims and objective of adaptive physical education.	
	Module 4: Physical fitness, Health and wellness	15
1)	Meaning and importance of wellness, health and physical fitness.	
2)	Components/ Dimensions of wellness, health and physical fitness.	
3)	Traditional sports and regional games for promoting wellness. Introduction of first aid- PRICE.	
4)		
	Total lectures	60

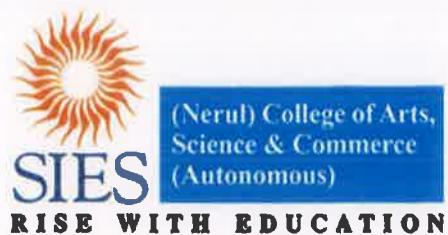


Scheme of  
examination  
Total  
Marks: 100  
Continuous evaluation pattern.



<b>Evaluation Criteria</b>	<b>Marks</b>
Sports training/practice/coaching sessions on a regular basis (choose any game/sport).	35
Participation in the organisation of sporting events, workshops, seminars, and so on	20
Participation/performance in sports events at the District, State, National, International, University, and Intercollegiate levels, intra college sports activities	15
Performance in practical conducted during lectures/ timely submission of assignments	10
Performance in practical conducted during lectures/ timely submission of assignments.	10
Viva voce	10
<b>Total</b>	<b>100</b>





SIES (Nerul) College of Arts, Science and Commerce (Autonomous)

DEPARTMENT OF PACKAGING TECHNOLOGY

Sr. No.	Heading	Particulars
1	Title of the course	Introduction to Indian Music
2	Semesters	III
3	Level	UG
4	Pattern	03 years & 06 semesters CBGS
5	To be implemented from	From Academic year 2025-26 in a progressive manner



**NAME OF THE COURSE: INTRODUCTION TO INDIAN MUSIC****COURSE CREDIT: 04****1 credit - 15 lectures  
minutes****COURSE CODE: U25CC3IM01****1 lecture - 60****Course Objectives:**

1. Students will learn about the fundamentals of Indian Music, especially the classical forms of Hindustani and Carnatic Music.
2. Students will be able to appreciate Indian music while listening to a simple classical / film song or while attending music concerts

**Course outcome**

1. Students will be able to identify and explain the types & styles in Indian Music.
2. Students will be able to identify and explain the traditional instruments used in Indian Music.
3. Students will be able to explain the history and importance of Indian Music in today's world.

Sr. No.	Syllabus	No of Lectures
1	Module - I: Principles of Indian Music	10
	Introduction, Origins and Brief History of Indian Music, Basic principles of Shruti, Laya, Swara and Tala, Introduction to Rasa, Role of Bhakti Rasa	
2	Module - II: Fundamentals of Carnatic Music	20
	Origins, Explanation of terminologies, Raga Classification, Melodic Forms of Carnatic Music – Varnam, Alapana, Krithi / Keerthana, Ragam Tanam Pallavi, Thillana and others. Laya & Tala system in Carnatic Music and their types. Melodic & Rhythmic Instruments used in Carnatic Music	
3	Module - III: Fundamentals of Hindustani Music	20
	Origins, Explanation of terminologies, Swara Nomenclature and Saptak, Similarities & Difference in Hindustani & Carnatic Music. Explanation of Dhrupad Music, Introduction to Khayal. Tala system in Hindustani Music and their types. Melodic & Rhythmic Instruments used in Hindustani Music	
4	Module -IV: Indian Music in Today's World	10
	Practicality of Indian Music, Music in Indian Cinema and Theatre, Raga and its link with emotions. Introduction to Music Therapy and Fusion Music.	
Total Lectures		60



**SCHEME OF EXAMINATION****Total Marks: 50****Continuous evaluation pattern.**

<b>Evaluation Criteria</b>	<b>Marks</b>
Identify 10 songs each, from the Indian Cinema, which are based on Carnatic & Hindustani Ragas	40
Attend a Hindustani concert and submit a report on the same.	20
Attend a Carnatic concert and submit a report on the same.	20
Interaction and involvement in the class and during case studies.	20
<b>Total</b>	<b>100</b>



AC: 22.02.2025  
Item No. 3.7



## SIES (Nerul) College of Arts, Science and Commerce (Autonomous)

### DEPARTMENT OF PACKAGING TECHNOLOGY

Sr. No.	Headin g	Particulars
1	Title of the course	Event Planning & Management
2	Semesters	III
3	Level	UG
4	Pattern	03 years & 06 semesters CBGS
5	To be implemented from	From Academic year 2025-26 in a progressive manner





**NAME OF THE COURSE: EVENT PLANNING & MANAGEMENT**

**COURSE CREDIT: 04**

**1 credit - 15 lectures  
minutes**

**COURSE CODE: U25CC3EMP01**

**1 lecture - 60**

**Course Objectives:**

3. Students will learn to plan, organize, and execute diverse events, manage logistics, coordinate with vendors, adhere to budgets, and comply with regulations and safety standards.
4. Students will design and implement marketing and communication plans, understand target audiences, utilize digital platforms, create promotional materials, and employ public relations to enhance the visibility of the event.

**Course outcomes:**

1. Students will effectively organize and manage events, demonstrating skills in logistics, vendor coordination, budget management, and compliance, resulting in successful events that meet goals and ensure client satisfaction.
2. Students will design and implement effective marketing strategies, identifying target audiences, leveraging digital platforms, creating promotional materials, and using public relations to boost event visibility, attendance, and engagement.

Sr. No.	Syllabus	No of Lectures
1	Module - I: Introduction to Event Management	10
	Meaning and Definition of Event Management, Significance of EM in various sectors, Scope and opportunities in the field of EM, Understanding the key components of EM.	
2	Module - II: Event Planning & Team Management	20
	Significance of proper event planning, role of event planning in establishing objectives, creating budgets, and managing resources, Challenges in Event Planning: constraints, budget limitations, logistical issues, etc. SWOT Analysis. Benefits of effective team management, Importance of clear communication and delegation of tasks, Team Building and Leadership.	
3	Module - III: Event Promotion	10
	Meaning and definition of Event Marketing, Role of marketing and advertising in attracting attendees and promoting events, Branding and Publicity, Digital Marketing Techniques, Event Photography and Video Arrangement, Reporting and Analysis.	
4	Module -IV: Event Execution:	20



	Event Operations and logistics, Health, Safety, and Compliance, On-site Event execution, Communication and coordination of event team, Evaluation and Feedback, and Post-Event Activities. A practical example of event planning covers every step from inception to conclusion.	
Total Lectures		60

## SCHEME OF EXAMINATION

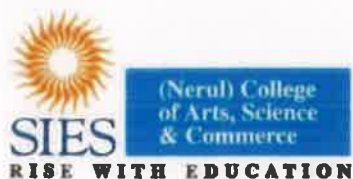
**Total Marks: 50**

**Continuous evaluation pattern.**

Evaluation Criteria	Marks
Actual planning and execution of events at college/ local/ University/ State/ National level and its detailed report and viva	40
Participation in any major events and review writing from the vicinity.	20
Writing a summary of any global events	20
Attendance in seminar / workshop & Training session	20
<b>Total</b>	<b>100</b>



AC: 22.02.2025  
Item No. 3.7



**SIES (Nerul) College of Arts, Science and Commerce (Autonomous)**  
**CEP- Community Engagement Project**

Sr. No.	Heading	Particulars
1	Title of the course	<b>Community Engagement &amp; Social Responsibility</b>
2	Semesters	<b>V</b>
3	Level	<b>UG</b>
4	Pattern	<b>3-4 years &amp; 6-8 semesters Choice Based Grading System</b>
5	To be implemented from	<b>From Academic year 2025-26 in a progressive manner</b>



**NAME OF THE COURSE: Community Engagement & Social Responsibility**  
**(4 credits- 2+2)**

**COURSE CREDIT: 04**

**1 credit - 15 lectures**

**COURSE CODE: U25CC5CEP01**

**1 lecture - 60 minutes**

**Course Objectives:**

The syllabus is aimed to achieve the following objectives:

1. To foster community involvement and holistic development of the student.
2. Teach students the importance and role of active citizenship in promoting a productive, harmonious and developed society/world
3. Educate students about the importance of concepts, skills and philosophy of community linkages in developing a sustainable society
4. Inculcate the importance of community involvement for ensuring an improved, tolerant and generative society/world
5. Provide an opportunity to the students to develop their relationship with the community.

**Learning Outcome:**

The learners will be able to:

1. Analyze Community Needs & Issues – Assess societal challenges and problems.
2. Investigate & Implement Solutions – Research and apply practical solutions to community problems.
3. Raise Awareness – Educate and inform the public about important social issues.
4. Understand Society & Citizenship – Recognize societal structure, human rights, and the role of active citizenship.
5. Evaluate & Act on Social Issues – Critically assess social problems and take community-based action.

**Name of MOOC: Community Engagement and Social Responsibility (10 weeks)**  
**Host: Dayalbagh Educational Institute, Agra, Uttar Pradesh (UGC)**  
**Coordinator: University Grants**  
**Commission Platform: SWAYAM**



**Course layout : As given by - SWAYAM NPTEL**

Unit No.	Topic	No. of Lectures
Unit-I	Module 1 - Concept, Ethics and Spectrum of Community engagement Module 2 – Local community, Rural culture and Practice of community engagement Module 3 – Stages, Components and Principles of community development, Utility of public resources. Module 4 – Contributions of self-help groups	15

Unit-II	Module 5 - Rural Development Programs and Rural institutions Module 6 - Local Administration and Community	15
	Involvement Module 7 – Social contribution of community networking, Various government schemes.	
Unit -III	Module 8 – Programmes of community engagement and their evaluation. Module 9 - Community Engaged Research and Ethics in Community Engaged Research Module 10 - Rural Distress, Rural Poverty, Impact of COVID-19 on Migrant Laborers, Mitigation of Disaster	15
	<b>TOTAL (HOURS)</b>	<b>30</b>

**Course Type: Co-curricular**

**1 credit :15 hours**

**Course Credits: 02**

**1 hour : 60 minutes of community activity**

**Learners will have to choose one among the following projects for CEP field work:**

Sr. No	List of Projects
1.	OIOP( One India One People Organization)- A initiative by SIES Trust <ul style="list-style-type: none"> <li>a. Environment Conservation Upcycling old to new clothes- for bag making etc. Empowering Women</li> <li>b. Value Education Teaching Life skills to generate handicrafts and sell. Undertaking informative and pressing issues campaigns/seminars</li> <li>c. Change Brigade Encouraging students towards development of sustainable ideas for societal benefit</li> </ul>
2.	Projects with Kotak Education Foundation <ul style="list-style-type: none"> <li>a. Child Education</li> <li>b. Support for under-privileged sections in society</li> <li>c. Support for content creation and delivery</li> </ul>
3.	Stree Mukti Sangathan <ul style="list-style-type: none"> <li>a. Plastic Waste Management</li> <li>b. Tree Plantation</li> <li>c. Women Empowerment through skill-based projects</li> <li>d. Arranging workshops and seminars for children and women</li> </ul>
4.	Unnat Bharat <ul style="list-style-type: none"> <li>a. Upliftment of Student basic education in villages</li> <li>b. Providing regular health checkup and follow-up in villages.</li> <li>c. Introducing Agricultural information/ Activities for better representation</li> <li>d. Adding the senior age group projects</li> </ul>
5.	Mulund Cluster - School beautification projects, notes generation for kids, contribution to empowerment



6.	Adhata Project Fostering inter-generational bonding and participation Evening engagement programmes for senior citizens
7.	ConnectFor Offline/ Online CEP projects like- Volunteering programs for education, health care and community welfare
8.	INature: Focus on environmental conservation and biodiversity initiatives
9.	Akansha Foundations: School Projects near Chembur and related areas.
10.	Multiple Opportunities obtained via nearby college
11.	Tamil Sangham Project Handle environment, senior citizens help group, School Connect
12.	Student chosen NGO for project completion Subject to prior preference submitted and a letter successfully completed with

**CEP mentors:** To enhance the learning experience and ensure the quality of the program, each student participating in the CEP will be assigned two mentors: a faculty mentor from the institution and a NGO -Contact person mentor from the organization where the student is interning.

**Organizations Mentor Role:** The NGO -Contact person mentor plays a crucial role in guiding the student during the internship. They ensure that the internee fulfills the requirements of the organization and successfully meets the demands of the assigned project. Through their expertise and experience, NGO -Contact person mentors provide valuable insights into real-world practices and NGO -Contact person expectations.

**Faculty Mentor Role:** The faculty mentor serves as the overall coordinator of the CEP program. They oversee the entire internship process and evaluate the quality of the CEP in a consistent manner across all students. The faculty mentor ensures that the CEP aligns with the program's objectives and provides valuable learning opportunities. They also facilitate communication between the institution, NGO -Contact person mentor, and student to ensure a fruitful CEP experience. By having both an NGO -Contact person mentor and a faculty mentor, students benefit from a comprehensive guidance system that combines NGO -Contact person expertise and academic support.

#### **Submission of documentation for CEP**

The student will make two documents as part of the CEP

1. Online diary: This ensures that the student updates daily activity, which could be accessed by both the mentors. Weekly entry can be of 3- 4 sentences giving a very brief account of the learning/activities/interaction taken place.
2. CEP report: A student is expected to make a report based on the CEP he or she has done in an organization. It should contain the following:

#### **Title Page (includes)**

- Project Title
- Student Name(s) & Roll Number(s)
- Course Name & Semester





- Organizations Name
- Supervisor/Guide Name



- Date of Submission

#### **Declaration**

- A statement by the student(s) confirming the originality of the report and adherence to ethical guidelines.

#### **Acknowledgment**

- Expression of gratitude to mentors, community members, and supporting organizations.

#### **Table of Contents**

- List of chapters with page numbers.

#### **Chapter 1: Introduction**

- Background of the Project
- Objectives of the Community Engagement Project
- Significance and Expected Impact

#### **Chapter 2: Literature Review**

- Overview of community engagement concepts and best practices
- Relevant policies, case studies, or previous research

#### **Chapter 3: Methodology**

- Selection of Community/Target Group
- Activities Undertaken
- Timeline and Work Plan

#### **Chapter 4: Implementation & Execution**

- Description of Activities Conducted
- Role of Students in the Project
- Challenges Faced and Solutions Adopted

#### **Chapter 5: Outcomes & Impact Analysis**

- Benefits to the Community
- Learning and Skills Gained by Students
- Measurable Outcomes (e.g., surveys, feedback, before-and-after comparisons)

#### **Chapter 6: Conclusion**

- Summary of Findings
- Overall Impact
- Final Thoughts

#### **Appendices (if any)**

- Photos of Activities
- Survey Questionnaires or Interview Transcripts
- Additional Supporting Documents
- Appendix –II(Certificate Format) **(Required)**



## Appendix-II

(Proforma for the certificate for internship in official letter head)

This is to certify that Mr./Ms..... from..... College has worked as an intern towards the partial fulfilment of \_\_\_\_\_ degree in the academic year \_\_\_\_ and has not been submitted for any other examination and does not form part of any other course undergone by the candidate.

The particulars of internship are given below:

Field Project starting date: \_\_\_\_\_

Field Project ending date: \_\_\_\_\_

Actual number of days worked: \_\_\_\_\_

Tentative number of hours worked: \_\_\_\_\_ Hours

Broad area of work: \_\_\_\_\_

A small description of work done by the intern during the period:

Signature:

Seal of the organization)

Designation:

Contact details:

Email:



**Scheme of Examination**  
**Community Engagement and Social Responsibility**  
**(Undergraduate Programme)**

**SCHEME OF EXAMINATION (for 100 marks 4 credits)**

The scheme of examination shall be divided into two parts:

**Internal assessment 40% i.e.40 marks**

**External Assessment:**

**Semester end examination 30% i.e.30 marks**

**Field Project 30% i.e.30 marks**

**(A)Internal Assessment 40 marks**

Description	Marks
NPTEL Assignments	30
Active Participation	10
Total	40

**B) Semester End examination 30 marks**

**PAPER PATTERN**

Duration: 1 hours	
Total Marks:30	
Q.1 Attempt any three out of five: (5 marks each) -Module 1 to 5	15
Q.2 Attempt any three out of five: (5 marks each) -Module 6-10	15
Total	30



**Field Project 30 Marks**

Field Visit Report	10
Viva	10
Activity related to field project	10
Total	30

**Rubrics for Field Project Evaluation**

Activity related % hours completion	Marks to be awarded
90 and above	10
80-89	9
70-79	8
60-69	7
50-59	6
40-49	5

**Passing criteria: Minimum 40% in Internal (16 out of 40) and 40% (24 out of 60) in semester-end examination.**

